



Learning Support Assistant

The Bridgwater College Trust Culture reflects that of our sponsor.

The success of the Bridgwater College Trust will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Academy is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Academy. It also drives the Academy's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Academy shares this philosophy.

All staff employed at the Academy are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Academy. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Academy in its wider community.

PERSONAL PROFILE

The success of the Bridgwater College Trust rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially post holder must have a commitment to comprehensive education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

Core purpose and standards

The *Professional Standards for Teaching Assistants (2016)* defines high standards which are applicable to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

This is a set of standards for teaching assistants that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of teaching assistants at all levels;
- are designed to inspire confidence in teaching assistants and ensure that schools use their skills and expertise to best effect;
- Focus primarily on the key elements of their professional relationship with teachers to ensure that all pupils attain.

The role of the teaching assistant

The primary role of the teaching assistant is to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants are an integral part of the Academy workforce representing a substantial investment of Academy funding. Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The four themes

The *Professional Standards for Teaching Assistants* are set out in four themes.

1. **Personal and professional conduct**
2. **Knowledge and understanding**
3. **Teaching and learning**
4. **Working with others**

Within each theme there are several standards expected of teaching assistants.

Personal and professional conduct – In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding – Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with special educational needs or disabilities; knowledge of the curriculum; pedagogical knowledge; behaviour management strategies.

Teaching and learning – An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for ‘relevant strategies to support the work of the teacher’.

Working with others – Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
- **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
- **Having regard for the need to safeguard pupils’ well-being** by following relevant statutory guidance along with school policies and practice.
- **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
- **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school/employer.
- **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of

support to meet individual needs.

- **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.
- **Understand their roles and responsibilities within the classroom and whole school context recognising** that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
- **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
- **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
- **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
- **With the class teacher, keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with.
- **Understand their responsibility to share knowledge** to inform planning and decision making.
- **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

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Main Responsibilities and Duties

Support for pupils:

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported;
2. To supervise and provide particular support for pupils, ensuring their safety and access to learning activities;
3. Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
clarifying and explaining instructions; ensuring the child is able to use equipment and materials provided; assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation; helping children to concentrate on and finish work set; meeting physical needs as required whilst encouraging independence; assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes; developing appropriate resources to support the children; providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.
4. To establish a constructive relationship with the pupils and interact with them according to individual needs;
5. To promote the inclusion and acceptance of all children;
6. To set challenging and demanding expectations and promote self-esteem and independence;
7. To provide the necessary pastoral care to enable children to feel secure and happy;
8. To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;
9. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
10. Monitor pupil's responses to learning activities and accurately record achievement as directed;
11. Provide detailed and regular feedback about the children to the teacher;
12. Contribute to the maintenance of children's progress records;
13. Participate in the evaluation of the support programme;
14. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;
15. Establish constructive relationships with parents/carers;
16. Administer routine tests and undertake routine marking of children's work;
17. Support class teachers in photocopying and other tasks in order to support teaching
18. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
19. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;
20. Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
21. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.
22. Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
23. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
24. Contribute to the overall ethos/work/aims of the school;
25. Appreciate and support the roles of other professionals;

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26. Attend and participate in relevant meetings as required;
27. Where appropriate develop a relationship to foster links between home and school;
28. Liaise, advise and consult with other members of the team supporting the children as appropriate;
29. Contribute to reviews of children's progress as appropriate,
30. Set a good example in terms of dress, punctuality and attendance;
31. Prepare and present displays of children's work as required;
32. Undertake other duties from time to time as required by the headteacher.

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JOB DESCRIPTION

Person Specification

Attributes	Requirements necessary for safe and effective performance of the job	Essential	Desirable
Education, Qualifications and Knowledge	<ul style="list-style-type: none"> • Good level of numeracy and literacy • GCSE qualification in English and Mathematics – Grade C or above • Higher level qualification, e.g. HND, degree, NVQ3 for Teaching Assistants or other higher level qualification, or experience • Working knowledge of curriculum • Evidence of recent continued professional development 	<p style="text-align: center;">√</p>	
Experience	<ul style="list-style-type: none"> • Proven experience of working in a successful team • Experience of working with children of relevant age 	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	
Aptitudes and skills	<ul style="list-style-type: none"> • Good Communication skills • Good IT skills and able to use ICT effectively to support learning • Ability to be self-reflective and a willingness to seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your position within these • Ability to prioritise tasks and manage own workload to achieve deadlines, often managing conflicting priorities • Well organised, self-motivated and hardworking 	<p style="text-align: center;">√</p>	
Personal attributes	<ul style="list-style-type: none"> • Confident and at ease when meeting and communicating effectively with a diverse range of people • Clear commitment to the team approach; able to exchange ideas and provide support for colleagues • Ability to remain calm when under pressure and employ tact and diplomacy in difficult / sensitive situations • Commitment to personal development • Proven experience of using initiative • An excellent attendance and punctuality record 	<p style="text-align: center;">√</p>	