

JOB DESCRIPTION

JOB TITLE:	Advanced Teaching Assistant (ATA)
GRADE:	Band 5, SCP 12-16 (Term time only and entitled to non-contact time)
RESPONSIBLE TO:	Teacher in charge of enhanced provision Headteacher
RESPONSIBLE FOR:	Working with children and supervising groups/ individuals

Job Purpose

To work with pupils referred to the enhanced provision, under the direction of the teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes supervising groups and /or individual pupils.

Special Educational Needs (SEN) Allowance

SEN allowance should only be paid to Advanced Teaching Assistants if they are working wholly or mainly with pupils with a statement (pupils on school action or school action plus). Wholly or mainly meaning that 50% or more of the pupils supported have a statement or 50% or more of an ATAs working time is spent supporting a pupil or pupils with a statement.

ACCOUNTABILITIES/MAIN RESPONSIBILITIES

Effective communication and engagement with children, young people, their families and carers.	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers. • Know that communication is a two way process. • Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group. • Supervise groups and individual pupils as required
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Child and young person development	<ul style="list-style-type: none"> • Assist in and contribute to the planning and evaluation of the learning process. • Assist in the delivery of the learning process under the direction of the class teacher and other appropriate staff. • Provide educational, emotional and physical support to pupils. • Appreciate the impact of transition on child development. • Understand and take account of the effects of different parenting approaches, backgrounds and routines. • Know how to interact with children in ways that support the development of their ability to think and learn. • Support and assist in the development and implementation of appropriate behaviour management strategies.
Safeguarding and promoting the welfare of the child	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people you are responsible for, or come into contact with. • Have an awareness and basic knowledge, where appropriate, of the most recent legislation. • Undertake playground supervision as required.
Supporting transitions	<ul style="list-style-type: none"> • Contribute to the provision of advice and guidance as required and appropriate. • Listen to concerns; recognise and take account of signs of change in attitudes and behaviour. • Understand your own role, its limits and the importance of providing care or support.
Multi-agency working	<ul style="list-style-type: none"> • Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.

	<ul style="list-style-type: none"> • Have a general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals. • Know how to work within your own and other organisational values, beliefs and cultures.
Sharing information	<ul style="list-style-type: none"> • Provide structured judgement and feedback on pupils' attainment and progress within assessment and reporting processes. • Be aware of and comply with policies and procedures relating to child protection, health, safety and security. • Assist in the induction and professional development of classroom support staff in other settings. • Ability to use clear language to communicate information unambiguously to others including children, young people, their families and carers. • Understand the importance of sharing information, how it can help and the dangers of not doing so. • Be aware of own (and others') professional boundaries. • Attend staff meetings, training days and management team meetings by agreement with the Headteacher.
Administration/Other	<ul style="list-style-type: none"> • Plan and prepare materials, and undertake minor clerical duties. • Participate in the School's performance management scheme. • Supervise pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations • Participate in training and other learning activities and performance development as required.

Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
Equalities	<ul style="list-style-type: none"> • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own understanding of equality issues

Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

Equal Opportunities

North Yorkshire County Council supports the principle of equality of opportunity in employment and has a clearly stated policy for Equalities and a copy can be downloaded from www.northyorks.gov.uk. Your school will have its own policies adapted from the County Council's Policy.

PERSON SPECIFICATION

JOB TITLE: Advanced Teaching Assistant

GRADE: Band 5 (SCP 12-16)

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications & Training Childcare Qualification at Level 3 (or equivalent). STAC qualification. Appropriate first aid training <i>(Dependent on the schools needs - insert as appropriate)</i>	X	X X	1 & 3 1 & 3 1 & 3
Experience Appropriate experience working with children in an education setting.	X		1 & 4
Skills & Knowledge Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe. Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers. Good understanding of child/ young people's development and learning processes. Understanding of individual children and young people's needs.	X X X	X	1 & 4 1, 2 & 4 1, 2 & 4 1, 2 & 4

Behaviour management.	X		1, 2 & 4
Personal Qualities			
Demonstrable interpersonal skills.	X		1, 2, & 4
Ability to work successfully in a team.	X		1, 2 & 4
Able to exercise judgement.	X		1, 2 & 4
Confidentiality	X		1 & 4
Other Requirements			
To be committed to the school's policies and ethos.	X		1 & 4
To be committed to Continuing Professional Development.	X		1 & 4
Experience in other relevant skills e.g. art/music/sport		X	1, 2, 3 & 4
Motivation to work with children and young people.	X		1, 2 & 4
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		1, 2 & 4
Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.	X		1 & 3
Equal opportunities			
To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery	X		1 & 4

Full driving licence and access to own transport	X		3
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Assessment:

1. From Application Form
2. Probing at interview
3. Documentary Evidence
4. Supportive references