



ISLAND LEARNING CENTRE

Job Summary

Post Title	Teaching Assistant A (Advanced)						
Job Family	Service Delivery	Pay Range	Grade 7A	Line Manager to others?	Yes / No	Role profile ref	Learning support assistant
Service Area	Children's Services						
Line Manager	Headteacher						
Location	Island Learning Centre						

Job Purpose 1-2 sentences

The purpose of the role is to work with teachers and HLTAs to accelerate the progress and improve the self-esteem of learners.

Job Context (key outputs of team / role to provide some specific examples of role profile accountabilities) 6-8 bullet points max

1. To work with teachers to establish and provide a supportive learning environment for some of the island's most vulnerable children
2. To actively support class teachers in lessons to enable students to engage and access learning, including under an agreed system of supervision the planning and delivery of activities for individuals or small groups.
3. To help assess the needs of students and use detailed knowledge and specialist skills to support their learning.
4. To contribute to the overall ethos/work aims of the Centre.
5. Offer appropriate support to all students to develop their academic and emotional resilience
6. To deliver interventions, as required in both literacy and numeracy and provide personal development support whilst prompting and developing these areas across the curriculum and centre
7. Reinforce the school behaviour code and support the behaviour strategies used in class and across the centre
8. Promote independence and employ strategies to recognise and reward student achievement and self-reliance.

Knowledge, Skills and Experience

Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
Understanding of statutory frameworks relating to the schools	• Experience of working within a school • Understanding of child development and learning processes • Working knowledge and experience of implementing the national curriculum and/or other learning programmes • Able to work constructively as part of a team, understanding classroom roles and responsibilities • Constantly improve own practice/knowledge through self-evaluation and learning from others • Administer routine tests and invigilate exams	E E E E	D D

Experience of working with students with literacy, numeracy emotional, social and/or behavioural needs.	• Deliver evidence based literacy and/or numeracy interventions to close gaps • Support and work alongside students with emotional/behavioural difficulties, to re-focus them on their work and defuse potential conflict situations • Deliver learning activities and support to students, adjusting both according to students' responses/needs • Assist with the development and implementation of learning and behaviour plans, understanding the needs of the students and how to support them. • Take the initiative as appropriate to support learning and close any gaps in students' knowledge. • Encourage students to interact and work co-operatively with others and to engage in all learning activities.	E E E E E	D
Proven ability to prioritise own workload and achieve deadlines	• Experience of organising work tasks and duties to meet service standards e.g. in terms of timeliness, accuracy and student care • Work with teaching staff in lesson planning, evaluating and adjusting support in lessons as appropriate. • Provide objective and accurate feedback and reports as required to teachers on student achievement, progress and other matters, ensuring the availability of appropriate evidence • Update data systems and records as required, contributing to reviews of systems/records	E E E	D
Sensitivity and empathy to build trusting and supportive relationships with a range of people	• Recognise own strengths and specialist expertise and use these to support and advise others and/or develop curriculum and learning activities • Able to liaise and work sensitively/effectively with staff and parents/carers, orally and in writing including in meetings. • Support students consistently whilst recognising and responding to their individual needs • Provide feedback to students in relation to progress and achievement. • Support students to transition back to mainstream	E E E E	D
Proven ability to communicate one to one and in small groups.	• Able to support learning for students on either a one to one basis or in small groups • To select and prepare resources as required to lead learning activities and engage students, taking account of their interests and aspirations. • Support students in new and unfamiliar surroundings e.g. transition/reintegration visits.	E E	D
Literate, numerate and confident with ICT for enhancing students' learning experience and for data collation within the Centre	• To be able to use ICT (e.g. Word, powerpoint) effectively to support learning activities and develop students' competence and independence in its use. • Has had training or has specialist skills in a curriculum area or a relevant learning strategy e.g. literacy or numeracy • Update electronic records and reports as required	E E	D
Proven ability to plan the	• Establish productive working relationships with	E	

management of challenging behaviours by students with a variety of difficulties	students, acting as a role model and setting high expectations - Promote the inclusion and acceptance of all students within the classroom. - Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with Centre policies, encouraging students to take responsibility for their own behaviour.	E E	
Qualifications			
Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
GCSE Grade C or above and/or equivalent level 2 qualification in English and Maths	- Supporting core curriculum subjects - Delivering specific literacy interventions	E	
ELSA training	Provide social skills development and emotional literacy and mental health support.		D
HLTA	Delivery of interventions and able to differentiate work for individual students.		D
Restraint training	Understanding of de-escalation techniques and positive handling, willingness to undertake this training and support colleague with this.		D
Personality	Emotionally aware, approachable with a positive disposition.	E	
	Resilient, self-motivated and pro-active.	E	
Other requirements			
Willing and able to be flexible in the role.	To support additional tuition off-site for students with alternative provision arrangements.	E	
Full Driving Licence/Own transport. Casual car user allowance will be paid.	To support with flexibility in the Centre		D
Willing and able to undertake driver training for the school minibus	To support activities off –site such as Forest schools		D
	<i>Willing and able to work in other locations to support ILC Students.</i>	E	
Organisation Structure (optional)			