

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Teaching Assistant Apprentice (Level 3)	
<b>Reports to:</b>		Programme Manager/Deputy Head	
<b>Job Grade</b>	L3 Apprentice	<b>Department</b>	Animal Care and Land Management

### SPECIFIC ROLE RESPONSIBILITIES:

1. Develop an understanding of the specific needs of the students to be supported, taking into account the type of support involved.
2. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
3. Observe individuals and groups of students' personal, social and learning achievements. Maintain appropriate records, monitor progression and attainment and provide reports and information to inform and support the assessment process.
4. Organise and undertake activities with either individuals or small groups of students, to facilitate their emotional and educational development to enable their full potential to be reached.
5. Monitor students conduct and behaviour throughout the learning process and intervene to resolve routine issues using appropriate techniques and skills, to de-escalate potential difficult situations or resolve simple conflict with individuals and groups, to establish and maintain a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of students, staff and visitors.
6. Assist students where appropriate, in the proper use of learning aides and equipment and to ensure that they are readily available.
7. Liaise with the class Teacher and /or any external support Teacher about individual learning plans (ILPs), Promonitor records and student progress.
8. Carry out routine administrative tasks i.e. photocopying, basic record keeping, utilising IT skills.
9. Assist with the development of appropriate resources to support learning.
10. Assist learners in identified areas, e.g. language, behaviour, reading, spelling, numeracy, handwriting/presentation and the use of ICT
11. Provide regular feedback about students to the Teacher and other colleagues, suggesting alternative methods of differentiation that respond to identified needs.
12. Prepare and clear up classroom materials and learning areas ensuring that they are available for use.
13. Assist in the presentation of displays to enhance the learning experience and celebrate the achievements of students.

14. Participate in and support educational visits and outings to enhance the learning experience, which may include responsibility for a small group.
15. Attend staff meetings to maintain an awareness and understanding of current issues within the college and to provide and receive information and contribute to discussions.
16. Provide pastoral care for students.
17. Carry out assessments of learners needs and complete relevant documentation including tracking through Promonitor to ensure that support can be claimed through the ALS budget.
18. Ability to participate in evening/weekend work as required.
19. Any other duties that are specific to the department.
20. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

#### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

#### **Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

#### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

#### **Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

#### **Passion**

*Encouraging all to have aspiration and passion in everything they do.*

#### **Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

<b>Job Title:</b>	Teaching Assistant Apprenticeship (Level 3)
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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. L2 Literacy and numeracy skills to level 2/GCSE grade a-c In English and Mathematics	A
E	Q2. Willing to work towards and complete the Level 3 Teaching Assistant Apprenticeship provided at the College	A / C
D	Q3. L3 Certificate - Preparing to Teach in the Lifelong Learning Sector	A / C
D	Q4. Level 3 or above qualification in a relevant vocational subject	A

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	EK1. Experience of providing support to students in a class room environment	A / I
D	EK2. Experience of supporting and differentiating the relevant aspects of the curriculum to individuals and small groups	A / I

D	EK3. Experience of developing and maintaining positive relationships with students	A / I
D	EK4. Knowledge of Positive behaviour management techniques	A / I
D	EK5. Knowledge and understanding of the education process, and current government initiatives	A / I
D	EK6. Knowledge of the Ofsted framework relevant to colleges	A / I
D	EK7. Knowledge of college policies and procedures in relation to teaching learning and assessment.	A/I

### Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Team worker – able to work positively with others as part of the team.	A / I
E	SC2. Basis mentoring skills	A / I / T
D	SC3. Time management skills and the need to maximise identified learning by ensuring that educational programmes are maintained at all times in accordance with the class teacher's direction.	A / I / T
E	SC4. Creativity and ability to develop engaging displays and learning resources	A / I / P
E	SC5. Routine administrative, practical and ICT skills	A / I
D	SC6. Ability to engage and motivate students to achieve their potential	A / I / T / P
E	SC7. Good communication and interpersonal skills	A / I

### Behavioural, Values and Ethos

Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I

E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I