

Group Member:		Leeds City College	
Job Title:		Apprentice Teaching Assistant	
Reports to:		Programme Manager / Deputy Head	
Job Grade	L3 Apprentice	Department	Leeds City College

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 Job Description
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.

DEPARTMENTAL RESPONSIBILITIES:

1. Give academic and development support and coaching to all learners in the 14-16 Skills Programme.
2. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations. Motivate and inspire learners to always try their best and show respect.
3. Foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.
4. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally, often in conjunction with the Head of Year.
5. Set targets with individual learners to assist in their academic or development progress, including at Parent Progress Days and the writing of Parent/Carer reports.
6. To work within the 14-16 Skills Programme ethos and culture.
7. Update, reflect and maintain the 14-16 tracking systems continuously, including inputting into our case conference allowing you to recognise the need for interventions and subsequently putting them in place.
8. Assist other 14-16 Skills Programme staff members (including the Attendance Officer) by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.
9. To assist teaching staff in the classroom by working 1-1 with learners or in small groups.
10. Support and visit learners on work experience placement including delivering work experience content and helping them obtain a suitable placement.
11. Support groups of learners on their vocational days by working with the relevant departmental staff.
12. Supervise the 14-16 Skills Programme duties where required, which may include breakfast club, breaks, and lunches.
13. Attend meetings and undertake exam invigilation duties when required.
14. Participates in and supports educational visits and outings
15. To complete all administrative tasks in a timely and accurate manner
16. Take part in the 14-16 Skills Programme Staff Development Programme including attending training days and twilights.
17. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
18. Any other suitable and appropriate duties as determined by the line manager.

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 Luminare 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

Job Title:	Teaching Assistant (L3 Apprentice)
Department	14 – 16 Skills Programme

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

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
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
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
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
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