

THE RADCLIFFE SCHOOL

INSPIRE AND ACHIEVE

LEVEL 3 TEACHING ASSISTANT IN SCIENCE

**(based on working 37 hours per week, 39 weeks per annum)
MK Grade 5, Point 19 (£16,566.50 per annum)**

Candidate Information



LEVEL 3 TEACHING ASSISTANT IN SCIENCE

**(based on working 37 hours per week, 39 weeks per annum)
MK Grade 5, Point 19 (£16,566.50 per annum)**

We require a Level 3 Teaching Assistant to join our vibrant Science Department. Responsibilities will include implementing agreed work programmes with individuals and small groups of students, in or out of the classroom, as well as assisting staff in the management and preparation of resources. It is essential that the successful candidates will already have at least two years' experience of working with young people. An interest in Science is desirable.

If you are a team player with a flexible approach and a positive, can-do attitude, we would like to hear from you. To find out more, please go to www.radcliffeschool.org.uk to download information about the post, along with an application form. The deadline for applications is Monday 8 October 2018.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced Disclosure and Barring Service disclosure. We are an equal opportunities employer.

The Radcliffe School, Aylesbury Street West, Wolverton, Milton Keynes, MK12 5BT

Tel: 01908 682 222

www.radcliffeschool.org.uk

Headteacher: Paula Lawson



LEVEL 3 TEACHING ASSISTANT JOB DESCRIPTION

To work under the guidance of the Curriculum Team Leader and within an agreed system of supervision, to implement agreed work programmes with individual groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management and preparation of resources. This could include the supervision of whole classes occasionally during the short term absence of teachers. The primary focus will be to maintain good order and to keep students on task.

Support for students

- Use specialist (curricular/learning) skills, training and experience to support students.
- Assist with the development and implementation of IEPs.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.

Support for the teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records as requested.
- Undertake marking of students' work and accurately record achievements and progress.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role and responsibility and participate in feedback sessions or meetings with parents, or as directed.
- Administer and assess routine tests and invigilate internal and public exams or tests.
- Provide general administrative support e.g. administer coursework, produce worksheets for agreed activities etc.




Support for the curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities according to student responses and needs.
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Keep curriculum area displays up to date and eye catching.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities (including first aid training) as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Undertake planned supervision of students out of school hours.
- Supervise students on visits, trips and out of school activities as required.

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health and safety, equal opportunities, security and confidentiality, reporting all concerns to an appropriate person.
 - Contribute to the overall ethos/work/aims of the school.
 - Participate in training and other learning activities as required.
 - Create and maintain an up to date Job Handbook.
 - Recognise own strengths and areas of expertise and use these to advise and support others.
 - Participate in training and development opportunities.
 - Ensure compliance by self and others with all health and safety policies and procedures.
 - Ensure safe use by self and others of equipment and materials.
 - Establish constructive relationships and communication with staff, parents, students and external agencies.
 - Attend and participate in regular meetings, including team briefings.
 - Treat all users of the school with courtesy and consideration.
 - Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
 - Promote and ensure the health and safety of students, staff and visitors at all times.
 - Work flexibly when required.
 - Maintain an up to date Asset Register where appropriate.
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PERSON SPECIFICATION

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification / Training / Competences	Willingness to work flexibly when required. Excellent numeracy and literacy skills / GCSE (or equivalent in Maths and English). Willingness to undertake induction training.	Evidence of school/education-related qualification or training. Qualification in first aid at work, health and safety, fire prevention, IT user certificate (ie ECDL).
Relevant Experience	Two years' experience as a Teaching Assistant. Experience of working with or caring for children or young people.	Experience as a Teaching Assistant in a secondary school.
Knowledge	Use of technology such as a computer, video / TV / DVD, photocopier. Appropriate knowledge of first aid or willingness to attend course.	
Skills	Willingness to develop knowledge of how to use specialist equipment / resources. Ability to relate well to children and adults. Work constructively as part of a team, understanding school roles & responsibilities and your own position within these. Strong inter-personal skills. Ability to identify own training & development needs & cooperate with the Line Manager to address these. Team player.	
Special Circumstances	Occasional attendance at meetings outside normal hours.	
Personal Attributes	Excellent interpersonal skills - ability to communicate well with students, parents and staff. Ability to inspire, challenge and motivate staff and students. Ability to ask for advice and support where necessary. Self motivating with a positive outlook. Ability to work to deadlines and under pressure. Commitment and enthusiasm. Dependability and sound organisational skills. Understanding of own strengths and areas for development. Excellent time management. Administrative efficiency. Ability to deal calmly with different situations as they arise. A good sense of humour.	

The Radcliffe School has a professional dress code for staff and is a non-smoking workplace. We expect our staff to have a professional and positive approach and to actively collaborate with colleagues in providing the best possible learning experience for our students.



HOW TO APPLY

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel will not shortlist you. If you require clarification or have any questions regarding the application process, please contact Jo Moloney, Personnel Manager on 01908 682 289 or jo.moloney@radcliffeschool.org.uk.

Application Form

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Note that CVs will be accepted only if an application form and covering letter are also included in the application.

Equal Opportunities Monitoring

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application.

Please send these documents to the Headteacher to arrive by the closing date.

Shortlisting

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone. We are unable to contact non-shortlisted applicants. If you have not heard from us within three weeks of the closing date you should assume that you have not been shortlisted for interview.

Interviews

Interviews will be held at The Radcliffe School. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving licence or identity card.

References for shortlisted candidates

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Radcliffe School has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK. Teachers will be required to provide proof of their qualifications (degree certificate(s), QTS).

Disabled applicants

The Radcliffe School welcomes applications from disabled people. If you require any adjustments to enable you to attend the interview please ensure that you have provided this information on your application form. If you are called for interview, please discuss any adjustments you may require to carry out the duties of the role with the interview panel so that the appropriate arrangements and any adjustments can be made if necessary.

(Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.)

