

St. Giles' School



**Physical Education Teaching Assistant –
Supporting & Delivering Learning (Level 4)**

Role Profile and Person Specification

June 2024

ST. GILES' SCHOOL

Job Description

Job Title:	Physical Education Teaching Assistant – Supporting & Delivering Learning (Level 4)
School /Academy:	St. Giles' School
Grade Range:	Grade 7 - Scp 23 – 25 - 46.2 week FTE
Hours per week:	Monday to Thursday 8.30am to 3.45pm. Friday 8.30am to 10.30am
Work Pattern:	Temporary contract from 1st September 2024 to 31st August 2025
Location:	St. Giles' School
Reports to:	Deputy Headteacher/Assistant Headteacher
Responsible for:	PE delivery of learning
Role Purpose and Role Dimensions:	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.
Commitment to Diversity:	As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	
Key External Contacts:	Local Authority DCSF,QCA equivalent Other Schools
Key Internal Contacts:	Head Teacher and Senior Leadership Team Teaching staff Non-Teaching staff Administration Staff Medical and therapy staff Other Staff Parents/Carers Governors

Key Areas for Decision Making: PE
Safeguarding

Other Considerations: Occasional evening work to support parents' evenings, School events and Governors meetings

Key Accountabilities and Result Areas:

Support for Pupils

Key Elements:

This will involve:

Core Duties

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.

Additional Duties

- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Developing and implementing IEPs
- Promoting the inclusion and acceptance of all pupils within the classroom.
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Providing feedback to pupils in relation to progress and achievement.

Support for the Teacher

This will involve:

Core Duties

- Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

Additional Duties

- Organising and managing appropriate learning environment and resources.
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests.
- Producing lesson plans, worksheet, plans etc.

Key Accountabilities and Result Areas:

Support for the Curriculum

Key Elements:

This will involve:

Core Duties

- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills.

Additional Duties

- Using ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advising on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

This will involve:

Core Duties

- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognising own strengths and areas of expertise and use these to advise and support others.

Additional Duties

- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Being aware of and support difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Delivering out of school learning activities within guidelines established by the school.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Managing other teaching assistants.

Line management responsibilities where appropriate:

- Liaising between managers/teaching staff and teaching assistants.
- Holding regular team meetings with managed staff if relevant.
- Representing teaching assistants at teaching staff/management/other appropriate meetings.
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants if relevant.

Key Accountabilities and Result Areas:

Green Statement

Key Elements:

This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

Confidentiality

This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams

Safeguarding

This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Key Accountabilities and Result Areas:

Customer Care

Key Elements:

This will involve:

- Ability to demonstrate a commitment to the School/Academy's Customer Care Policy.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person Specification

Job Title:	PE Teaching Assistants – General Supporting & Delivering Learning (Level 4)
Essential knowledge:	<ul style="list-style-type: none">▪ Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.▪ Training in relevant learning strategies e.g. literacy.▪ Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.▪ Full working knowledge of relevant policies/codes of practice/legislation.▪ Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.▪ Good understanding of child development and learning processes.▪ Understanding of statutory frameworks relating to teaching.
Essential skills and abilities:	<ul style="list-style-type: none">▪ Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.▪ Can use ICT effectively to support learning.▪ Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post.▪ Ability to organise, lead and motivate a team.▪ Constantly improve own practice/knowledge through self-evaluation and learning from others▪ Ability to relate well to children and adults.▪ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.▪ Displays commitment to the protection and safeguarding of children and young people.▪ Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children▪ Participate in development and training opportunities.
Essential experience:	<ul style="list-style-type: none">▪ Experience working with children of relevant age in a learning environment.
Special conditions:	<ul style="list-style-type: none">▪ Enhanced DBS check