

PENRYN COLLEGE

JOB DESCRIPTION

Job title:	Maths TA and Maths Intervention Co-ordinator
Grade:	F
Responsible to:	Head of Maths/SENCo
Direct Supervisory Responsibility for:	None
Indirect Supervisory Responsibility for:	Teaching Assistants supporting the Numeracy Programme
Important Functional Relationships:	<p><u>Internal:</u> Teaching and Support Staff, Pupils, Maths Department, Head of Departments, SEN Department, Headteacher, School Leadership Team, Study Support Programme Manager</p> <p><u>External:</u> Parents, Governors, Numeracy Support Services, Cornwall Council, Other Schools</p>

Main Purpose of Job:

To work with the children identified as being below age-related expectations with Numeracy, either on a one to one basis or in small groups. To provide these students with learning strategies that enables them to access and make progress across the curriculum.

Main Duties and Responsibilities:

Numeracy Intervention:

1. Work with the department lead for intervention to identify individual and groups of students with below age-related expectations in Numeracy who are under performing through monitoring and analysis of progress towards targets.
2. Work with the department lead for intervention to implement and deliver strategic support programs to address underperformance of individual and groups of students with Numeracy/SEND.
3. Under the guidance of the department lead, liaise with parents with regard to the progress of individual students.
4. Ensure that students identified as being below age-related expectations with Numeracy have a relevant, up to date assessment of their numeracy needs.

General Numeracy:

5. Work with the department lead to monitor the impact of support strategies and adapt as necessary to ensure these programs secure better outcomes for underperforming students.
6. Work with the department lead to monitor the impact of the Maths Intervention Programme, adapt as necessary to ensure these programs secure better outcomes for underperforming students.
7. Under the guidance of the department lead and the HoD, lead, co-ordinate and monitor the work of the teaching assistants within the school, in relation to students with numeracy needs.
8. Develop numeracy resources within the department and across the curriculum following consultation with department lead.
9. Under the guidance of the HoD, liaise with Exams Officer with regard to special consideration.

10. Keep up to date with national developments in Numeracy/SEND and teaching practice and methodology.
11. To create and deliver high quality personalised programmes of numeracy support that enable learners to develop the skills, knowledge and confidence in all aspects of numeracy.
12. To develop students' study skills by providing students with strategies that enables them to become independent learners.

General Teaching Assistant:

13. Ensure that students have their learning needs profiled; writing, where appropriate, an Individual Learning Plan.
14. To assist individuals and groups of children in developing the knowledge, skills and attitudes they need to learn effectively.
15. To have knowledge of a range of phonics and dyslexia friendly strategies that enable students with these needs to access and make exceptional progress in their learning.
16. To differentiate learning resources to meet the complex needs of the pupils, supporting teaching assistants with resources and advice
17. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
18. To develop methods of promoting/reinforcing the pupil's self-esteem and to promote independence through the development of self-help skills and by encouraging students to take responsibility for their own behaviour.
19. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
20. To promote independence through the development of self-help skills and by encouraging students to take responsibility for their own behaviour and learning.
21. To employ strategies that enable students to recognise, practice and embed the skills of self-reliance.
22. Assist where appropriate, in the reintegration of pupils returning to mainstream lessons from the LSU or exclusion room or those students joining from another school.
23. To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
24. To assess, monitor and record children's progress in relation to IEP's, and to feedback to the SENCO/Teacher with regard to children's progress and the success of IEP's, including making recommendations for alterations to improve the effectiveness of IEP's.
25. To assess, monitor and record children's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher or Headteacher as appropriate.
26. To meet with teachers, Tutors, SENCO, and Intervention Co-ordinators on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
27. To supervise an individual or small group of children within a class under the overall control of the Teacher.

28. To meet the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
29. To encourage social integration and individual development of pupils.
30. To accompany children on educational visits and outings as supervised by the Teacher.
31. To be aware of confidential issues linked to home/pupil/Teacher/school work and to ensure the confidentiality of such sensitive information.
32. To administer minor first aid (as trained), assist in the dispensation of medically prescribed controlled drugs (as per the approved procedure) and to assist with children who are sick as needed.
33. To meet the needs of incontinent pupils.
34. To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training (eg: Team Teach) and school policies and procedures.
35. To encourage acceptance and inclusion of all pupils.
36. To remain aware and work within all relevant school working practices, policies and procedures.
37. To attend staff meetings and school-based INSET as required. The post holder is responsible for his/her own self-development on a continuous basis.
38. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may noted during the course of duty.
39. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
40. To undertake other duties appropriate to the grading of the post as required.
41. To maintain confidentiality of information acquired in the course of undertaking duties for the department.

Date Prepared: October 2015
Job Description Prepared by: Assistant Headteacher, Penryn College

PERSON SPECIFICATION

Job title: Maths TA/ Maths Intervention Co-ordinator

Department: School based

Person specification prepared by: Penryn College

Date: October 2015

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	Minimum of 3 years practical knowledge, skills and experience of working with pupils within a learning environment. Experience of supporting children in a learning environment with numeracy intervention.	Relevant experience to include providing specialist support within numeracy and with specialist pupil groups.	Application form. Interview.
Education & Training	Attainment of GCSE's grade C/ NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy). A good level of numeracy training. A good level of literacy, phonics and dyslexia training. A good understanding of behaviour remediation strategies.	Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.	Application form.
Special Knowledge & Skills	Good listening & communication skills. ICT skills – able to support learning through ICT. Working knowledge of implementing relevant learning programmes. Knowledge of statutory frameworks relating to teaching. Practical skills relating to planning and utilising individual learning programmes.		Application form. Interview.
Any Additional Factors	Self-motivated, able to lead and motivate a group of students. An interest in pupils, ability to relate well to children and adults. Ability to work to deadlines and methodical approach to work. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.		Interview.