



## Job Description for Teaching and Learning Advocate

**Grade:** Scale 4

**Designation:** Teaching and Learning Advocate

### **To work under the supervision of the teacher**

At this level Teaching and Learning Advocates are encouraged to be working at NVQ level 3 qualification or equivalent level (either by qualification or experience). In line with the School Mission statement, School Development Plan, staff handbook and policies.

#### **1 Classroom Preparation**

- 1.1 Set out learning resources, both inside and outside in line with the preparation requirements provided, normally by the teacher.
- 1.2 Check the availability and location of safety equipment in the learning environment.
- 1.3 Report shortages of learning materials to the teacher.
- 1.4 Encourage pupils to return materials to the appropriate place after use and model tidying away the resources.
- 1.5 Encourage pupils to dispose of wastes in a safe and tidy manner and where possible to recycle.
- 1.5 Check the condition of learning resources and materials after use.
- 1.6 Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
- 1.7 Put up displays of children's learning in line with school policy and as directed by the class teacher.

In addition to Foundation Level

- 1.8 Check the availability of the required ICT equipment, including accessories and consumables and promptly inform the teacher of any problems with obtaining the equipment needed.

## 2 Classroom Records

- 2.1 Observe, monitor and assess individual children and fully contribute to the teacher's written records in line with EYFS Assessment procedures/whole school or SEND procedures.
- 2.2 Comply with the school requirements for storage and security of pupil records and information at all times in line with GDPR.
- 2.3 Maintain confidentiality according to organisational and legal requirements.

## 3 Working with pupils

- 3.1 Provide individual pupils with the level and type of attention specified by the teacher.
- 3.2 Work to build a good relationship with all pupils and their parents/carers.
- 3.3 Encourage pupils to take responsibility for their own behaviour and to act independently.
- 3.4 Interact with pupils in a manner appropriate to each pupil's communication and interaction skills.
- 3.5 Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
- 3.6 Recognise uncharacteristic behaviour patterns in pupils and report these promptly to class teacher or where appropriate Designated Safeguarding Lead.
- 3.7 Encourage and reinforce positive interactions between pupils.
- 3.8 Encourage groups to work together to comply with behaviour school system and in line with targets they have been set.
- 3.9 Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
- 3.10 Monitor group's behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
- 3.11 Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.

**4 Parent Partnership**

- 4.1 Promote and develop a positive and supportive relationship with parents/carers/childminders whilst maintaining confidentiality.

**5 Support for Colleagues**

- 5.1 Work as part of a team, carrying out role to best of your ability.
- 5.2 Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
- 5.3 Communicate openly and honestly with colleagues, at all times.

**6 Personal Development**

- 6.1 Maintain an up to date understanding of the requirements of the role and responsibilities.
- 6.2 Attend school INSETS, internal/external training sessions.
- 6.3 Undertake appraisal/performance review, in line with school policy.
- 6.4 Undertake agreed development actions conscientiously and within the required timescale.
- 6.5 Make effective use of development support available.

**7 Health and Safety**

- 7.1 Take responsibility for own Health and Self Care and refer any other concerns to Class Teacher, H&SC Lead.
- 7.2 Follow health and safety regulations and guidelines when attending to pupils' hygiene, health and medical needs.
- 7.3 Promptly report any problems in maintaining standards of health and hygiene to the teacher.
- 7.4 Promptly report signs of health problems to the teacher.
- 7.5 Be responsible for administering first aid at school or during school trips.
- 7.6 Ensure that the safeguarding and protection of children at all times and report any sign of abuse to the relevant people

**8 Support with learning activities in the classroom**

- 8.1 Obtain information from the teacher about:
  - pupils' learning targets and strategies;
  - the types of support you are to give;
  - the key vocabulary you are to emphasise;
  - the teacher's expectations of the pupil's current skills as appropriate;
  - the resources needed to carry out activity effectively;
  - how you will report outcomes from activity.
- 8.2 Offer the required types of support as and when needed by the pupil e.g. school-based specific intervention strategies.
- 8.3 Implement programmes of work devised by SENCO/outside agencies and take responsibility for reporting progress and attainment to class teacher. Implement agreed speech therapy programmes.
- 8.4 Give encouragement and feedback using appropriate language and vocabulary which the pupil is likely to understand in line with school policy.
- 8.5 Provide the teacher with relevant feedback on the progress of the activity and the pupil's response to it.
- 8.6 Be conversant with basic ICT skills.

## 9      **Equalities and Diversity**

- 9.1 Ensure that services are delivered in accordance with good equalities and diversity practice.

***The above responsibilities and expectations are neither exclusive nor exhaustive and the phase leader may be required to carry out such other appropriate duties as may be required by the head teacher within the competence of the individual.***

Name: .....

Signature: .....

Date: .....

Person Specification			
	Essential	Desirable	Evidence d by
<b>Qualifications</b>	<p>Full NVQ 3 Teaching Assistant qualification (or equivalent qualification in a directly relevant area).</p> <p>Strong academic record <b>including</b> Mathematics and English GCSE grade C (or equivalent) or better. (Please include this information in your application form).</p>	<p>Level 3 Diploma in Childcare in Education, or NVQ level 4, Childcare in Education, City and Guilds Advanced Certificate in Learning Support.</p> <p>Training relevant to education, e.g. literacy, dyslexia, ICT, Mathematics, etc.</p> <p>Good further education qualifications.</p> <p>First Aid qualification.</p> <p>Qualification in Makaton.</p>	Application and CPD record
<b>Knowledge and experience</b>	<p>Experience of volunteering or working with children within EYFS, Key Stage 1 and 2.</p> <p>Excellent literacy and knowledge skills.</p> <p>Basic understanding of child development and learning.</p>	<p>Experience of teaching and supporting children with SEND and those with challenging behaviour.</p> <p>Experience of running intervention programmes.</p> <p>Knowledge and understanding of curriculum and assessment.</p>	Application form & interview
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Enjoy working with children;</li> <li>• Be enthusiastic, highly motivated and flexible;</li> <li>• Good verbal communication skills;</li> <li>• Experience of communicating effectively with parents &amp; carers;</li> <li>• Ability to relate well to children and adults;</li> <li>• Ability to work well as part of a team and/or under own initiative;</li> <li>• Have ability to adapt to a variety of situations;</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities;</li> <li>• Ability to safeguard and promote the welfare of children;</li> <li>• Have a calm approach, and an empathic nature.</li> </ul>	<p>Enjoy working 'in-character'.</p> <p>Be willing to run an afterschool club/booster sessions.</p>	Interview and application