



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

JOB DESCRIPTION

Teaching Investor 2009-2010

Buckinghamshire Pay Range 3: Points 16 to 20

Accountable to the Vice Principal through the Timetable Manager

Introduction

This job description may be amended at any time following discussion between the Principal and the member of staff, and will be reviewed annually as part of the Performance Management process.

This job description includes references to and makes connections with:

- Ofsted's self-evaluation form (in the headings);
- examples of priorities from the Academy Strategic Plan (ASP);
- the Academy Pay and Conditions Policy;
- the Academy Performance Management Policy;
- the National Occupational Standards for Learning Development and Support Services.

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the five outcome areas.

General description of the post

The sponsors' vision, ethos and Christian values will underpin the day-to-day and long-term running of the Academy. Each post-holder must be committed to the sponsors' principles and values of honesty, respect, compassion, love, forgiveness, self-discipline, creativity and hope.

The holder of this post is expected to carry out the professional duties of a Teaching Investor described below, as circumstances may require and in accordance with the Academy's policies under the direction of the Principal.

The Teaching Investor will be a member of a multi-disciplinary team, under the leadership of the teacher. In co-operation with the Timetable Assistant and under the agreed educational plan, the post-holder will assist with the implementation of the aims and policies of the Academy, work with and support classroom teachers in the planning and delivery of the daily curriculum and assist classroom teachers in creating a happy and stimulating environment for the children.

In undertaking this job the post-holder will maintain the National Occupational Standards commensurate with their position.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the Performance Management (PM) process, all staff in the Academy are accountable to the TPP through their respective teams and leaders.

Within the LPP management process, all staff in the College are accountable to the LPP through their respective teams and leaders for the profiles and performance of all students they tutor or teach.

Within Continuing Professional Development (CPD) all staff in the Academy are accountable to the TPP, through their respective teams and leaders, for the impact their development has on pedagogy.

Outcomes

1. Achievement and Standards

Contribute to the ASP and College Improvement Plan priorities of:

- Securing a collaborative Academy vision of excellence and equity that sets high standards for every student.
- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.
- Ensuring inter-College variation of performance is minimised.

Duties and responsibilities:

- Providing feedback and relevant information to contribute to curriculum developments.
- Carrying out pre-determined educational activities and work programmes whilst promoting independent learning.
- Monitoring individual children's needs and report this to their designated supervisor as appropriate.
- Contributing to the assessment of students entering the phase or returning to the Academy in order to identify any barriers to learning.
- Assisting in exam invigilation under the supervision of the examinations officer.
- Collecting any work completed after the lesson and returning it to an agreed person/place.
- Leaving the room in good order at the end of the lesson.
- Supervising entry and departure of students in accordance with school policy.
- Recording and reporting attendance at lessons in accordance with school policy.

Knowledge, skills and competencies required:

- Observes and reports on pupil performance. (NOS 3-7)
- Monitors pupils' responses to learning tasks and modifies their approach accordingly. (HLTA 3.2.2)
- Monitors pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn. (HLTA 3.2.3)
- Contributes to maintaining and analysing records of pupils' progress. (HLTA 3.2.4)
- Having a range of strategies to establish a purposeful learning environment and to promote good behaviour. (HLTA 2.9)
- Is available and easy for pupils to approach for support. (NOS 2-3.2)
- Monitors pupil response to the learning activities. (NOS 2-3.2)

- Obtains up-to-date information from the teacher on the learning objectives of the activity and the type of support to give. (NOS 2-5.1)
- Gives encouragement and feedback using language and vocabulary which the pupil is likely to understand. (NOS 2-5.1)

2. The Quality of Provision

Contribute to the ASP and College Improvement Plan priorities of:

- Raising the quality of teaching and learning to 70% good or better and 40% outstanding with no inadequate teaching.
- Embedding a learning culture that will enable students to become effective, enthusiastic, independent learners, committed to life-long learning.
- Developing the use of ICT to facilitate a step change in the quality and teaching and learning particularly personalisation of learning.
- Placing the Academy at the cutting edge of research, policy and practice in the transformation of teaching and learning.

Duties and responsibilities:

- Assisting in the implementation of Individual Education Programmes for students and help monitor their progress.
- Providing support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Establishing a supportive relationship with students.
- Supporting pupils in their individual learning and development, and deliver programmes of work to enhance progress.
- Helping pupils to develop their literacy and numeracy skills, and thus to improve their attainment across the curriculum.
- Undertaking the curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.
- Assisting students to learn as effectively as possible in class, group and individual situations.
- Supervising the students on work left in accordance with the school policy.
- Assisting in preparing the learning environment and the materials used therein.
- Assisting with the management of student behaviour to ensure a constructive working environment.
- Responding to students about the work that has been set.
- Reporting back as appropriate using the schools' agreed referral procedures on the behaviour of pupils during the class and any other issue arising.

Knowledge, skills and competencies required:

- Contributes to the planning and evaluation of learning activities. (NOS 3-6)
- Assists in preparing and maintaining the learning environment. (NOS 3-5)
- Contributes effectively to teachers' planning and preparation of lessons. (HLTA 3.1.1.)
- Works within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour. (HLTA 3.1.2)
- Uses clearly structured teaching and learning activities to interest and motivate pupils and advance their learning. (HLTA 3.3.1)
- Communicates effectively and sensitively with pupils to support their learning. (HLTA 3.3.2)
- Uses behaviour management strategies, in line with the Academy's policy and procedures, which contribute to a purposeful learning environment. (HLTA 3.3.4)
- Advances pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. (HLTA 3.3.5)
- Understands their specialist area and can support pupils' learning, and is able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. (HLTA 2.1)
- Is familiar with the Academy curriculum, the age related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. (HLTA 2.2)
- Understands the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding the place of these in the related teaching programme. (HLTA 2.3)
- Knows how to use information and communication technology (ICT) to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit. (HLTA 2.4)

3. Leadership and Management

Contribute to the ASP and College Improvement Plan priorities of:

- Providing effective organisation and management of the Academy and improving organisational structures and functions based on rigorous self-evaluation.
- Establishing a 'Change Management Team' (CMT) of senior staff to ensure the Academy is led and managed to achieve its aims and targets whilst creating a culture of distributed leadership
- Developing strong, resolute visible and effective leaders and managers with a positive and trenchant approach to Academy improvement.

Duties and responsibilities:

- Maintaining appropriate professional boundaries in all contacts and support of students and their families.
- Ensuring own professional competence remains sufficient to provide effective support to children and young people.
- Operating within agreed legal, professional and ethical boundaries when working with children and young people and those involved with them.

Knowledge, skills and competencies required:

- Supports the development and effectiveness of work teams. (NOS 3.21)
- Takes an active part in identifying and agreeing personal development objectives. (NOS 2-4.2)
- Undertakes agreed development actions conscientiously and within the required timescale. (NOS 2-4.2)
- Guides the work of other adults supporting teaching and learning in the classroom. (HLTA 3.3.6)
- Is able to improve their own practice, including through observation, evaluation and discussion with colleagues. (HLTA 1.6)

4. Personal Development and Well-Being (Every Child Matters)

Contribute to the ASP and College Improvement Plan priorities of:

- Securing and maintaining good working relationships with colleagues.
- Being a good example to students through their professional presentation and conduct in order to promote students' personal development.
- Creating a productive and safe personalised learning environment which is engaging and fulfilling for all students.

Duties and responsibilities:

- Undertaking activities with either individuals or groups of children to ensure their safety and facilitate their physical emotional and educational development.
- Promoting and reinforcing the child's self esteem.
- Working to establish a supportive relationship with the children and parents concerned.
- Encouraging acceptance and inclusion of the child with special needs.
- Setting a good example in terms of dress, punctuality and attendance.
- Being proactive in matters relating to health and safety.
- Maintaining the health, safety, protection and well being of children and young people throughout the process.

- Modelling acceptable behaviour, encouraging good social skills and adhering to defined standards.
- Following school policies and procedures especially those relating to child protection and health and safety.

Knowledge, skills and competencies required:

- Promotes pupils' social and emotional development. (NOS 3-9)
- Supports the maintenance of pupil safety and security. (NOS 3-10)
- Contributes to the health and well-being of pupils. (NOS 3-11)
- Promotes and supports the inclusion of all pupils in the learning activities in which they are involved. (HLTA 3.33.)
- Recognises and responds effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. (HLTA 3.3.7)
- Organises and manages safely the learning activities, the physical teaching space and resources for which they are given responsibility. (HLTA 3.3.8)

5. Views of Learners, Parents/Carers and Other Stakeholders

Contribute to the ASP and College Improvement Plan priorities of:

- Engaging with the internal and external Academy community to secure equity and entitlement for all.
- Collaborating with the local family of schools, faith schools, primary schools, and other Academies in order to share expertise and bring positive benefits to the Academy.
- Working collaboratively at both strategic and operational levels with parents and carers and across the Academy workforce for the well-being of all children.

Duties and responsibilities:

- Keeping such records of the children's development as are required by the Academy.
- Assisting teaching staff in the planning of work programmes for individuals and groups of children.
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
- Liaising effectively with parents and other parties, as required.
- Respecting confidential issues linked to home/students/teacher/school work and to keep confidences as appropriate.

Knowledge, skills and competencies required:

- Works collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice. (HLTA 1.4)
- Is able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning. (HLTA 1.5)

TIMETABLE ASSISTANT		TEACHING INVESTOR	
	DATE		DATE