

JOB DESCRIPTION

Job title Teaching Assistant

Grade 3

1.0 Job Purpose

- This level is applicable to experienced teaching assistants whose working role calls for a competence across a varied range of responsibilities.
- To support the teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

2.0 Duties and responsibilities

Support for pupils

- With the class teacher, plan and provide effective care, teaching and learning for the children in Reception, enabling them to progress and prepare for KS1.
- Support and promote children's early education and development in the EYFS.
- Make accurate and productive use of assessment for children in the EYFS (in collaboration with the class teacher).
- Work in partnership with the class teacher, staff, parents, and other professionals to support children's development.
- With the class teacher, maintain the EYFS environment and resources, both inside and outdoors.

Promoting children's development

- With the class teacher, plan a range of activities for children in accordance with their different stages of development and individual needs (including enhancing the environment and maintaining the continuous provision).
- Use the expected patterns of children's development to promote their early education and development.
- Use knowledge of the early education curriculum, systematic synthetic phonics, and other suitable teaching strategies to support learning in reading, early literacy, and maths.
- Work with the class teacher to identify the needs, interests, and stages of development of individual children.

- Promote diversity, equality and inclusion, accounting for cultural differences and family circumstances in activities.

Promoting the health, safety, and welfare of children

- Act in accordance with legal requirements and statutory guidance on health and safety, child protection, safeguarding, security, and confidentiality.
- Act in accordance with relevant school policies and procedures, such as those concerning child protection, health and safety and emergency situations.
- Always promote the welfare of children and report any safeguarding concerns to a DSL.
- In line with our policy, support intimate care routines suitable to the needs of each child.
- Promote health and wellbeing throughout all practice and activities.
- Support the class teacher to maintain accurate records and share information as required to ensure all children's needs are met, e.g., in relation to allergies and medical conditions.
- Always ensure adequate supervision of children, and work closely with the class teacher to maintain a safe learning environment.

Communication and self-development

- Work co-operatively and harmoniously with the reception teacher and other staff members as well as relevant professionals to meet the needs of all children and enable them to progress.
- Liaise closely with parents to support them to promote their child's health, wellbeing, learning and development.
- Engage in relevant CPD opportunities to improve and acquire skills, practice, and subject and safeguarding knowledge.
- Attend school PDMs as required to ensure knowledge of practices and procedures in school is up to date and changes to structures or the curriculum are known.

Use of assessment

- Support the class teacher with assessment, in line with EYFS framework and specific requirements such as phonics.
- With the class teacher, support the use of formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
- Support the class teacher by discussing the progress and attainment of each child and helping to plan next stages in their learning.

Support for the teacher

- Observe and report on pupil performance.
- Contribute to the planning and evaluation of learning activities.
- Assist in preparing and maintaining the learning environment.
- Contribute to the management of pupil's behaviour.
- Contribute to maintaining pupils' records.
- Support the maintenance of pupil's safety and security.
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence.
- To supervise a whole class during the planned absence of a teacher for PPA. (Additional payments are made for PPA cover.) Please refer to Support Staff Pay Policy for further guidance.
- Undertake routine general marking in line with school policy.
- Provide general administrative support, for example, administer coursework, produce worksheets, prepare parent workshop materials.

Support for the curriculum

- Support the use of information and communication technology in the classroom.
- To perform other such duties as the Head teacher may from time to time determine.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to health and safety.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school.
- To promote the agreed vision and aims of the school.
- To set an example of personal integrity and professionalism.
- Attendance at appropriate staff meetings and parents' evenings if requested.

- Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

Level of supervision – left to work within established guidelines subject to scrutiny by supervisor.

Special conditions – within the grade and job description of each level the exact focus of the role will be decided at school level and will take account the needs of the school as well as the experience and development needs of the member of staff.

Signed

Name

Date.....

Excelsior Multi Academy Trust
Job title – Level 3 Teaching Assistant
Grade 3

Method of Assessment (M.O.A)

A.F = Application Form, I = Interview, T = Test or Exercise, P = Presentation

Criteria	Essential	M.O.A
Experience (relevant work and other experience)	Experience of supporting children in a classroom environment, including those with special educational needs	AF/I
	Experience of using Information Technology to support pupils in the classroom	AF/I
Skills and Abilities (E.g. Written communication skills, dealing with the public)	A good standard of education particularly in English and Mathematics	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others learning environment	AF/I
	Knowledge of the SEN code of practice	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of pupils.	AF/I
	Ability to provide classroom cover – with agreed parameters – in the absence of a class teacher.	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies.	AF/I
	Ability to use language and other communication skills that pupils can understand and relate to	AF/I
	Ability to establish positive relationships with pupils and empathise with their needs.	AF/I
	Ability to demonstrate active listening skills.	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task.	AF/I
Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.	AF/I	

	Ability to carry out and report on systemic observations of pupils' knowledge, understanding and skills.	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher.	AF/I
	Ability to offer constructive feedback to pupils to reinforce self-esteem.	AF/I
	Ability to work within and apply all school policies e.g. behaviour management, child protection, health and safety, equal opportunities	AF/I
Training	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
Education/Qualifications	NVQ Level 3 for Teaching Assistants or equivalent	AF/I
Other	Willingness to maintain confidentiality on all school matters	AF/I

All applicants will be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline.