



LEVEL 3 TEACHING ASSISTANT

Grade 4 SCP 12-17 plus SEN allowance

Part-time (32.5 hrs p/week), Term Time only + 5 days

Required as soon as possible

Purpose of Post

To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities. This post is ideal for applicants who have a desire to work with and support young people, and may also be used to gain experience before progressing to teacher training.

Key tasks

Support for pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
3. Supervise, assist and support pupils, including those with special needs, to access learning activities, through your knowledge of the curriculum and knowledge of how pupils learn.
4. Plan and deliver small group or one to one interventions.
5. Monitor and assess the progress of pupils who take part in interventions and assist in evaluating the success of interventions
6. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
7. Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
8. Promote self-esteem and independence, and employ strategies to recognise and reward achievement of self-reliance.
9. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

Support for teachers

10. Promote positive values, attitudes and good pupil behaviour. Deal promptly with conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies.
11. Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher.
12. Work with the teacher to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to pupils' learning styles and individual needs and to meet pre-determined learning objectives.



13. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
14. Undertake routine marking of pupils' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required.
15. Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary.
16. Collate pupil reports in liaison with the teacher, inputting data as required.
17. Create and maintain an appropriate learning environment in liaison with the teacher.
18. Assist with the display of pupils' work.
19. Determine the need for, prepare and maintain general and specialist equipment and resources.
20. Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

Support for the school

21. Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support the achievement and progress of pupils.
22. Assist with activities outside the classroom, working as part of a team to supervise pupils and support Activity Leaders, e.g. Club, accompanying to swimming lessons.
23. Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.
24. Act as cover, supervising whole classes occasionally, during short-term unforeseen absence of teachers. Maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.

Standard Duties

25. Proactively promote and comply with safeguarding / child protection in all areas of responsibility.
26. Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and promote equal opportunities for all.
27. To uphold and promote the values and the ethos of the school.
28. Implement and uphold all policies, procedures and codes of practice of the school.
29. Support the school's health, safety and welfare policy and be aware of the responsibility for personal health, safety and welfare and that of others reporting any hazards and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
30. Participate fully in staff training and development opportunities including attendance at staff meetings, and work to continually improve own and team performance, sharing skills and expertise with others as required.
31. Undertake any other additional duties commensurate with the grade of the post.

Contacts:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

Responsible to:

Assistant Headteacher with SEN responsibilities/Lead Teaching Assistant

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.



Level 3 Teaching Assistant Person Specification	Essential / Desirable	Application Interview Test
Qualifications		
NVQ 3 for Teaching Assistants or equivalent qualification up to degree level or experience	E	A
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	E	A
Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc	D	A
Experience		
Experience of working with children in an educational setting who may have different individual needs and learning styles	E	A/I/T
Experience of preparing/contributing to resources to support learning programmes	E	A/I
Experience of working in a team and individual working	E	A/I
Experience of keeping accurate and up to date records	E	A/I
Skills and Abilities		
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	E	A/I
Interpersonal & communication skills to build and maintain effective relationships with all pupils and colleagues and to be able to liaise sensitively with parents and carers	E	A/I/T
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	E	A/I/T
To promote a positive ethos and good role model	E	A/I
Self-reliance, resourcefulness and the ability to work on own initiative.	E	A/I
Ability to embrace and utilise the latest technology to improve efficiencies	E	A/I
To continually improve own practice/knowledge through self-evaluation and learning from others	E	A/I
Experience of using ICT to support completion of work tasks	E	A/I
Knowledge		
Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	E	A/I/T
Understanding of the principles of child development and learning processes	E	A/I/T
Understanding of the wider safeguarding agenda working with children and young people	E	A/I
Understanding of equal opportunities and inclusion and how it applies in a school setting	E	A/I
Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare	D	A/I
Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	D	A
Work circumstances		
Able to work flexibly as the workload demands	E	A/I
Occasional out of hours working to support school events/trips	E	A/I

N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview