

**Jade School**

**Teaching Assistant Level 3 Vacancy**

**Starting in March 2025 or earlier**

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| **Post Title:** | **Teaching Assistant Level 3** |
| **Salary Grade:** | **Scale H 14-17** |
| **Responsible to:** | **Designated Teacher through to Headteacher** |
| **Hours:** | **32.5 hours per week, term time only plus one week (39 weeks per year).** |

**Broad Description**

The Level 3 Teaching Assistant works with delegated authority and under the overall direction of the class teacher through to the headteacher and holds a senior role within the teaching assistant field of work supporting pupils’ learning in a range of classroom settings, including working with individuals and groups and providing cover during the teacher’s planned or unplanned short-term absence, involving taking groups and delivering lessons/learning activities. The Level 3 Teaching Assistant contributes to whole school policy development.

**Responsibility for people:** The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of the pupils’ needs and progress, the development and implementation of plans and providing appropriate care/support to pupils with complex health care and learning needs.

**Responsibility for budget**: The post has responsibility for overview of financial resources supported by the budget holder and occasionally handling small amount of cash, processing cheques, invoices etc.

**Responsibility for physical resources:** The post has some direct responsibility for

physical resources, through safe/secure record keeping and maintenance/management of learning resources.

**Curriculum support**

* Assist in the introduction to the lesson and interact with the teacher and pupils as required.
* Apply considerable depth of knowledge and understanding of the curriculum, age range or SEND in supporting pupils.
* Work within the broad framework provided by the teacher, take responsibility for collecting/making appropriate resources and adapting learning activities for a group of pupils, e.g. leading a group activity during a literacy/numeracy lesson and evaluating and modifying teaching approaches to meet the needs of all the group.
* Deliver modules to individuals/small groups on social and communication skills.
* Lead in specialist areas for which they have relevant/additional experience and/or qualifications
* Work with and support subject leaders, auditing, organising, ordering, developing and making resources.
* Use specialist skills in order to facilitate access to the curriculum, e.g. preparing resources/displaying work.
* Apply assessment strategies as detailed in the School’s policy e.g. carry out baseline assessments and pass information to teachers e.g. A TA will assess the pupils’ progress on an ongoing basis and determine whether the programme that has been put in place continues to be appropriate to the pupils’ needs.
* When teachers are absent, provide continuity for the pupils’ learning e.g. by providing appropriate resources and information for supply teaching staff.
* Monitor individual or group achievement of key objectives and feedback to the teacher.
* Record information, in writing, relevant to the assessment and review of pupils’ progress.
* Provide feedback to the teacher about the learning activities, responses to them and the support provided.
* Carry out observations of pupils and work with teaching staff to identify appropriate intervention strategies.
* Offer suggestions for adapting teaching and learning styles to meet the needs of individual pupils.
* Support the internal moderation of pupils’ work.
* Support the identification of strategies to manage pupil behaviour.
* Undertake appropriate administrative tasks, e.g. co-ordinate and organise pupils attending off-site activities.
* Other duties may involve making appointments for parents/carers and professionals to attend annual reviews and ensuring that all necessary paperwork is available.
* Have a thorough knowledge of and ability to implement school systems independently e.g. collecting and storing evidence of the pupils’ progress.
* Be involved as appropriate with the induction of new staff.

**Support for pupils**

* Have the specialist knowledge, experience and ability to identify and use the most appropriate strategy in a range of contexts with children with a broad spectrum of needs, ages and abilities e.g. SCERTS, object referencing.
* Engage pupils in their own learning by ensuring, if appropriate, that they understand their EHCP targets and that they are involved in the monitoring and reviewing process.
* Use specialist knowledge to implement IBPs and contribute to reviews of progress by providing factual, concise and relevant assessment information.
* Be extensively involved in the pastoral support of pupils.
* Monitor and provide for the general care, safety and welfare of pupils (excluding duties of designated first aid officer) including tasks connected with the social education of the pupils. Where pupils have SEND this includes the need for personal care.
* Support individuals or groups of pupils during independent/group learning (e.g. explaining learning, reinforcing key objectives, concepts or vocabulary; using practical apparatus; supporting less able pupils, extending/challenging the more able; assisting in keeping pupils focused on learning, interested, motivated and engaged).
* Support pupils in accessing the curriculum through interaction using appropriate language (including other forms of communication e.g. Makaton).
* Assist pupils in the development of communication skills and role play activity e.g. use of communication modes
* Assist in the personal, social and emotional development of pupils and in the development of self-esteem.
* Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
* Identify and report uncharacteristic behaviour patterns in pupils and report these to the teacher.
* Assist with the supervision of pupils, under the supervision of the responsible teacher.
* Provide for the physical care of pupils including interactive communication and supervision.
* Assist and support pupils with personal care.
* Assist with the supervision of pupils e.g. as they arrive/leave the class and at break time and when required at lunchtime.

**Support for teacher**

* Have the knowledge and understanding to organise classroom environments and resources with limited teacher direction e.g. take responsibility for designing/making resources to support targets identified in an EHCP.
* Take responsibility for organising/administering an area within the school including budget management as appropriate.
* Be actively involved in the whole school planning and reviewing process.
* Monitor individual or group achievement of key objectives and feedback to the teacher.
* Be actively involved in the day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment and materials as appropriate.
* Contribute to the assessment of pupils by teachers through observation and reporting.
* Record information, verbally and/or in writing, relevant to the assessment and review of pupils’ progress.
* Provide feedback to the teacher about the learning activities, responses to them and the support provided.
* Attend EHCP/ annual review meetings, if appropriate.
* Support the implementation of strategies to manage pupil behaviour and help manage pupil behaviour.
* Undertake appropriate administrative tasks e.g. filing/storing examples of pupils’ work.

School Support

* Be expected to work in a variety of school settings with pupils with a broad spectrum of needs and at different key stages.
* Providing an exemplar of good practice in, for example, learning support, behaviour management (if accompanied by a level 2 TA, the level 3 will have a management/supervisory role).
* Take a lead responsibility in promoting a specialist area throughout the school by working with and alongside class teams (teachers and TAs).
* Provide training in specialist areas, for parents/carers and professionals in a range of contexts e.g. A TA demonstrating the use of visual timetables to school staff and parents/carers.
* Model good practice e.g. a TA leading a communication group, may eventually transfer the responsibility to other staff.
* Taking a lead in promoting schemes that have been introduced by teaching staff, e.g. a TA giving advice/support to families.
* Respond to parents/carers sensitively showing awareness of specialist issues e.g. behaviour issues etc.
* Be actively involved in contributing to whole school curriculum policy development.
* Be aware of and practice within equal opportunities policies and principles and health and safety regulations. Seek to prevent accidents and report these to the designated person in the school.
* Attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours but not beyond the total working week.
* Participation in induction training for teaching assistants and staff review/performance process and make use of professional development opportunities.
* Maintain confidentiality according to organisation and legal requirements, adhere to and maintain school policies, routines and codes of conduct and support the ethos of the school.
* Be aware of and practice within equal opportunities policies and principles and health and safety regulations. Seek to prevent accidents and report these to the designated person in the school.
* Be aware of and practice according to the Child Protection Policy.
* Be available for work for 195 days a year (pro-rata if working less than a 5 day week) including attendance at in-service training and on training days.
* Undertake other duties that can reasonably be expected of and are relevant to the level and nature of the post.

**Qualifications, Training and Likely Abilities**

* Hold a recognised and relevant qualification at NVQ level 3 (or equivalent) or have evidence of equivalent knowledge and experience.
* Minimum GCSE (or equivalent) English and Maths at grades A-C (9-4)
* Have a detailed understanding of at least one area of the curriculum / age range.
* Have considerable experience of working to support children/pupils’ learning
* Have a detailed understanding of the School’s policies and how they relate to local and national framework / policies for learning
* Have an understanding of and experience of ICT as a learning tool and be able to use this in the classroom.
* Have good communication and listening skills and be able to present information, verbally and in writing.
* Have additional communication skills, e.g. relevant sign language.
* Able to take responsibility for an area of learning/development
* Able to organise and lead activities for parents/carers and children
* Relate well to children, parents/carers, members of staff and other professionals.
* Able to exercise initiative and independent action
* Be pro-active in offering ideas and contribute to whole school reviews.
* Able to adapt teaching styles to the needs of groups or individual pupils.
* Following training and risk assessment, be able to operate specialist equipment.
* Plan own work when required and can transfer theory/training into practice.
* Be willing to support pupils personal care needs; to train and achieve identified medical competencies (with training and supervision from school nurse) and provide care for specified pupils.