



Teaching Assistant Level 3 Job

Description

Grade: GR3

1. Job Purpose

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

2. Key Responsibilities

Support for pupils (either individually or in groups)

- 2.1 Support the activities of individuals or groups
- 2.2 Establish and maintain relationships with individual pupils and groups.
- 2.3 Contribute to EHCP plans as appropriate.
- 2.4 Support pupils during learning activities.
- 2.5 Promote pupils' social and emotional development.
- 2.6 Contribute to the health and well-being of pupils.
- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties and impulsive behaviours.
- 2.9 Support pupils with literacy and numeracy skills including phonics.
- 2.10 Support pupils to access the curriculum.
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

Support for the teacher(s)

- 2.12 Observe and report on pupil performance
 - 2.13 Contribute to the planning and evaluation of learning activities.
-



- 2.14 Assist in preparing and maintaining the learning environment.
- 2.15 Contribute to the management of pupils' behaviour.
- 2.16 Contribute to maintaining pupils' records
- 2.17 Support the maintenance of pupils' safety and security.
- 2.18 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 for less than a whole lesson
- 2.19 Undertake routine marking in line with school policy
- 2.20 Provide general administrative support, for example, administer coursework, produce worksheets etc.
- ~~2.21 Undertake joint home visits as appropriate and in line with policy~~

Support for the school

- 2.22 Support the development and effectiveness of team work within the school environment
- 2.23 Develop and maintain working relationships with other professionals
- 2.24 Liaise with parents as appropriate
- 2.25 Review and develop own professional practice
- 2.26 Work as required across the curriculum and in all Key Stages in accordance with the job

Support for the curriculum

- 2.27 Support the use of information and communication technology in the classroom
- 2.28 Promote effective engagement and participation in the curriculum and wider curriculum by consistently using multi modal communication strategies

General

- 2.29 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.
 - 2.30 To ensure their tasks are carried out with due regard to Health and Safety
 - 2.31 To participate in appropriate professional development including adhering to the principle of performance management.
-



2.32 To adhere to the ethos of the school

2.32.1 To promote the agreed vision and aims of the school

2.32.2 To set an example of personal integrity and professionalism

2.32.3 Attendance at appropriate staff meetings and parents evenings

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

3. Supervision Received

3.1 Supervising Officer's Job Title: _____

3.2 Level of supervision:

~~1. Regularly supervised with work checked by supervisor~~

~~2. Left to work within establishment guidelines subject to scrutiny by supervisor~~

~~3. Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. Special Conditions

5.1 None

Person Specification

Method of Assessment (MOA)



AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
---------------------	---------------	-------------	--------------------	----------------

Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	<ul style="list-style-type: none">• Level 3 qualification or equivalent in a relevant subject/field (childcare/supporting teaching and learning etc)• Level 2 qualification or equivalent in English and maths (desirable)	AF/C
Experience Relevant work and other experience	<ul style="list-style-type: none">• A minimum of five years continuous experience of supporting children with SEND in the classroom• Experience of using Information Technology to support pupils in the classroom• Experience of using IT to communicate with parents, record safeguarding concerns and communicate with others• Experience of using multi modal communication approaches with children or young adults with SEND	AF/I AF/I

Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I/T
	<ul style="list-style-type: none"> Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment 	AF/I
	<ul style="list-style-type: none"> Knowledge of SEN Code of Practice 	AF/I
	<ul style="list-style-type: none"> Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils 	AF/I
	<ul style="list-style-type: none"> Ability to provide classroom cover – within agreed parameters – in the absence of the class teacher 	AF/I
	<ul style="list-style-type: none"> Ability to consistently and effectively implement agreed behaviour management strategies 	AF/I
	<ul style="list-style-type: none"> Ability to use language and other communication skills that pupils can understand and relate to 	AF/I
	<ul style="list-style-type: none"> Ability to establish positive relationships with pupils and empathise with their needs 	AF/I
	<ul style="list-style-type: none"> Ability to demonstrate active listening skills 	AF/I
	<ul style="list-style-type: none"> A good level of physical fitness is required in order to support pupils effectively; this role may include regularly supporting with physically challenging behaviour and working daily with pupils who can be impulsive and agile and need adults to be able to respond by moving quickly in order to safeguard them effectively 	AF/I
	<ul style="list-style-type: none"> A positive and solution focused outlook High levels of professional vigilance and personal resilience 	AF/I



	<ul style="list-style-type: none"> • 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 • 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 • Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills • Ability to assist in the recording of lessons and assessment as required by the teacher • Ability to offer constructive feedback to pupils to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies • e.g. behaviour management, child protection, Health and Safety, Equal Opportunities 	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
Training	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge • Existing training in any of the following and experience of implementing the skills learned in a special school setting in Makaton, Attention Autism, on body signing, PECS, communicate in print/widget, manual handling, Team Teach 	AF/I
Other	<ul style="list-style-type: none"> • Minimum of five years continuous experience of working with children and young people with SEND in a specialist educational setting. 	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
