



## JOB DESCRIPTION

<b>CHILDREN AND YOUNG PEOPLE'S HUMAN RESOURCES</b>	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
<b>SCHOOL</b>	<b>GLEADLESS PRIMARY SCHOOL</b>
<b>POST TITLE</b>	<b>SENIOR TEACHING ASSISTANT – LEVEL 3</b>
<b>GRADE</b>	<b>Grade 4</b>
<b>RESPONSIBLE TO</b>	<b>HEADTEACHER</b>
<b>RESPONSIBLE FOR</b>	<b>N /A</b>
<b>PURPOSE OF JOB</b>	<b>TO WORK UNDER THE GUIDANCE OF TEACHING/SENIOR STAFF AND WITHIN AN AGREED SYSTEM OF SUPERVISION, TO IMPLEMENT WORK PROGRAMMES WITH INDIVIDUALS/GROUPS, IN OR OUT OF THE CLASSROOM. THIS COULD INCLUDE THOSE REQUIRING DETAILED AND SPECIALIST 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. COVER SUPERVISORS WILL NEED TO RESPOND TO QUESTIONS AND GENERALLY ASSIST PUPILS TO UNDERTAKE SET ACTIVITIES</b>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>● <b>VERY GOOD LITERACY/NUMERACY SKILLS</b></li> <li>● <b>NVQ 3 FOR TEACHING ASSISTANTS OR EQUIVALENT QUALIFICATIONS</b></li> <li>● <b>TRAINING IN THE RELEVANT LEARNING STRATEGIES E.G. LITERACY AND/OR IN PARTICULAR CURRICULUM OR LEARNING AREA E.G. BI-LINGUAL, SIGN LANGUAGE, DYSLEXIA, ICT, MATHS, ENGLISH, CACHE ETC.</b></li> <li>● <b>APPROPRIATE FIRST AID TRAINING</b></li> </ul>

The post holder must at all times carry out his/her responsibilities within the spirit of School policies and within the framework of the Education Act 2002 with particular regard to the regulations made under Section 133 and the statutory responsibilities of the Governing Bodies of Schools.

## **MAIN DUTIES AND RESPONSIBILITIES**

### **1 SUPPORT FOR PUPILS**

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of IEPs
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

### **2 SUPPORT FOR THE TEACHER**

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

### **3 SUPPORT FOR THE CURRICULUM**

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs

2. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

#### **4 SUPPORT FOR THE SCHOOL**

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required
11. Any other related duties as they may arise.

**Children and Young People's Human Resources  
Person Specification for post of:  
Teaching Assistant – Level 3**

<b>Minimum Essential</b>	<b>Method of Assessment</b>
<b>Skills /Knowledge</b>	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Application Form, Interview
An understanding of safeguarding and child protection policies	Application form, Interview
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	Interview
Understanding of principles of child development and learning processes	Interview
Ability to self-evaluate learning needs and actively seek learning opportunities	Interview
Ability to relate well to children and adults	Interview
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Interview
Can use ICT effectively to support learning	Interview
Use of other equipment technology – video, photocopier	Interview
Has sound speaking and listening skills to extend language in discussion	Interview

Can plan, implement and evaluate learning activities	Interview
Has experience of pupil assessment	Interview
Can manage the behaviour of pupils in a reasonable manner	Application Form, Interview
Has a caring positive attitude towards pupils welfare	Interview
Has an awareness of pupils with special educational needs	interview
Can maintain trust and confidentiality where appropriate	Interview
Can assist the school in forming a partnership with parents	Application Form, Interview
Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	Application Form, Interview
Can complete and maintain pupils records	Interview
<b>Experience, qualifications, and training (if any)</b>	
Appropriate qualification for Nursery setting (if working with early years)	Application Form
NVQ3 for Teaching Assistants or equivalent qualification	Application Form
Maths and English Minimum Grade C GCSE/GCE	Application Form
Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	Application Form

<b><u>Appropriate first aid training</u></b>	Application Form
Experience working with children of relevant age	Application Form, Interview
<b>Work related circumstances</b>	
Can allocate some contractual time to after school staff meetings when appropriate	Application Form, Interview
Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	Application Form, Interview
Can maintain personal presentation that sets high standards for the pupils	Application Form, Interview
Can work within the spirit of School Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc.	Application Form, Interview