



JOB DESCRIPTION

JOB TITLE:	Teaching Assistant (Level 3)
ACADEMY:	Initially based at Richmond
GRADE:	Grade 4 (SCP 12 -17)

JOB PURPOSE:

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.

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. 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.
5. Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Contribute to the development and implementation of Individual Education Plans and Behaviour Plans.
7. Promote self esteem and independence, and employ strategies to recognise and reward achievement of self-reliance.
8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for teachers

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9. 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.
10. 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.
11. 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.
12. Contribute to the setting up and on-going delivery of local and national learning strategies, e.g. literacy, numeracy, early years effectively utilising all alternative opportunities to support extended development of pupils' skills.
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.

KEY TASKS – 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. Breakfast Club or 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.



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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

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To 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

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO: Principal

RESPONSIBLE FOR: Not Applicable

SPECIAL CONDITIONS:

Enhanced Disclosure and Barring Check is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			

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REVIEWED			
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PERSON SPECIFICATION**Job Title:** Teaching Assistant – Level 3

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	NVQ 3 for Teaching Assistants or equivalent qualification or 3 years experience in an educational setting Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework 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	Paediatric First Aid certificate	AF / I (bring certificate to interview) AF / I AF / I AF / I
Experience	Experience of working with children in an educational setting who may have different individual needs and learning styles Experience of preparing/contributing to resources to support learning programmes Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation		AF / I AF / I AF / I



Skills & Abilities	Interpersonal skills to build and maintain effective relationships with all pupils and colleagues		AF / I
	Communication skills to liaise sensitively with parents and carers		AF / I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF / I
	To promote a positive ethos and good role model		AF / I
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these		AF / I
	To continually improve own practice/knowledge through self evaluation and learning from others		AF / I
Knowledge	Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare	Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	AF / I
	Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		AF / I
	Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		AF / I
	Understanding of equal opportunities and inclusion and		AF / I



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	how it applies in a school setting		
Work Circumstances	To work flexibly as the workload demands Occasional out of hours working to support school functions Complete an Enhanced Disclosure and Barring Check		I I AF/I

Abbreviations: AF = Application Form; I = Interview.

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