

## Job title: Teaching Assistant 3

**Department: Children & Adults**

**Service: Schools**

**Grade: GLPC - E**

**Job Evaluation ID: JE1000003370**

### 1 Job purpose

- To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses;
- Working independently in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- To develop, plan, deliver and review learning activities for individuals and groups of pupils in accordance with best practice and national guidelines.
- To take responsibility for the planning and delivery of specified packages of work such as lesson planning, assessment or reporting.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher in accordance with The Education (Specified Work & Registration) (England) Regulations 2003.

### 2 Principal duties and responsibilities

**The following duties and responsibilities are developed from the Supporting Teaching and Learning National Occupational standards (STL NOS)**

#### KEY DUTIES

- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress. (STL40)
- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate. (STL24)
- Support pupils by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate. (STL6)
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour. (STL37)
- Provide literacy and numeracy support to individuals and groups to enable them to access the wider curriculum, whilst monitoring progress and dealing with challenges as they arise. (STL33)
- Hold responsibility for a specialist area within school for which you will lead, keep abreast of developments and provide whole school staff training etc. (STL64)

#### SPECIFIED WORK

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- Post holder must also carry out specified work in order to assist or support the work of a qualified teacher in a school. This is an on going and regular requirement of the post and is an integral element of the role at this level. Specified work includes:
  - Planning and preparing lessons and courses for pupils;
  - Delivering lessons to pupils. This includes delivery via distance learning or computer aided techniques;
  - Assessing the development, progress and attainment of pupils;
  - Reporting on the development, progress and attainment of pupils.

### **SUPPORT FOR THE PUPIL**

- Support learning activities for all pupils, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the above of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom. (STL18)
- Give care and support for pupils by providing a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate. (STL3)
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed in a calm and sensitive manner. (STL3)
- Establish and maintain positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to, encouraging questions and ideas. (STL20)
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.(STL49)
- Contribute to the personal and intimate care of pupils.
- Support pupils with behaviour, emotional and social development needs and report any issues to the appropriate senior member of staff (STL41)
- Provide support to pupils with sensory and/or physical needs to enable them to maximise learning (STL 42)
- Provide support to pupils where English is not their first language (STL35 & 36)
- Support learning activities for gifted and talented pupils (STL 34)
- Support pupils in a specialist area e.g. ICT, Literacy, Numeracy (STL 28)

### **SUPPORT FOR THE TEACHER**

- To assist with writing and monitoring pupil plans reviewing and implementing interventions enabling pupils to understand and meet their targets. (STL39, STL40, STL41, STL55)
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom. (STL18)
- Contribute to maintaining accurate pupil records, following relevant procedure and ensuring confidentiality at all times. (STL 55)
- Working alongside the class teacher, ensure the learning environment, learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary. (STL31)
- Develop positive relationships with families, taking a partnership approach so that support is provided both at the school and at home and sharing information where appropriate. (STL 52)
- Escort and supervise pupils on educational visits and out of school activities (STL59)

### **SUPPORT FOR THE CURRICULUM**

- Prepare and effectively use ICT within the classroom environment to support and promote pupils learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities. (STL 8)

### **SUPPORT FOR THE SCHOOL**

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning. (STL62)
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities. (STL1)

**N.B. The STLs in this job description are relevant to the core duties and responsibilities of a**

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**Teaching Assistant at this level. These may be used in conjunction with the full range of National Occupational Standards for Supporting Teaching and Learning in Schools at Level 3 which also includes further details of the performance elements attached to the standards listed.**

**3 All staff are expected to maintain high standards of customer care in the context of the City council's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.**

**4 This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.**

**5 Numbers and grades of any staff supervised by the post holder:**

None

**6 Post holder's immediate supervisor:**

Teaching Assistant 4 if post in school or Headteacher.

# Person specification



**Nottingham  
City Council**

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Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Hold a recognised qualification as listed below</li> <li>• Knowledge and understanding of the statutory framework in subject areas and phases supported.</li> <li>• Knowledge of National Curriculum and how this is applied to planning, preparation and delivery of learning activities.</li> <li>• Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.</li> <li>• Knowledge of stages of child development and individual needs.</li> <li>• Knowledge of appropriate behaviour management practices</li> <li>• Knowledge of Health and Safety and safeguarding policies, procedures and protocol.</li> <li>• Knowledge of Teaching Assistants contribution to raising standards by promoting independent learning</li> </ul>		✓			✓
<b>Skills/Abilities Interpersonal</b>	<ul style="list-style-type: none"> <li>• Well developed communication skills, both orally and in writing</li> <li>• Ability to contribute to the management of pupil behaviour</li> <li>• Ability to establish positive relationships with pupils, families and colleagues</li> <li>• Understanding and awareness of individual needs and ability to adjust communication methods accordingly.</li> </ul>		✓	✓	✓	
<b>Skills/Abilities Other</b>	<ul style="list-style-type: none"> <li>• Ability to plan, prepare and deliver a lesson under direction from the teacher.</li> <li>• Ability to implement programmes planned with colleagues and/or other professionals.</li> <li>• Ability to assist with transition between phases both inside and outside school</li> <li>• Ability to organise classroom resources and</li> </ul>		✓	✓	✓	

	maintain pupil records.					
<b>Relevant experience</b>	<ul style="list-style-type: none"> <li>• Experience of working within an education setting or equivalent.</li> <li>• Direct experience of raising pupil attainment through personal intervention</li> <li>• Experience of planning and delivering learning activities for group and individual need.</li> <li>• Evidence of work with children and young people, including children with disabilities/special needs and from a range of backgrounds.</li> <li>• Relevant experience of building positive relationships with all stakeholders.</li> <li>• Ability to innovatively use of resources and materials including ICT software and equipment</li> <li>• Understanding the role of parents/carers and the wider community in education.</li> </ul>		✓	✓	✓	
			✓		✓	
			✓	✓	✓	
			✓		✓	
			✓	✓	✓	✓
			✓		✓	
			✓		✓	
			✓	✓	✓	✓
			✓		✓	
<b>Work to promote mutual respect and good relations</b>	<ul style="list-style-type: none"> <li>• Commitment to inclusive education</li> <li>• Awareness, understanding and commitment to the pursuit of equality of opportunity and a commitment to inclusive education.</li> </ul>		✓		✓	
			✓		✓	
<b>Work Related Circumstances</b>	<ul style="list-style-type: none"> <li>• Be willing to undertake training and development, as necessary, in order to enhance service delivery</li> </ul>				✓	

**P:** Pre-application    **A:** Application    **T:** Test    **I:** Interview    **D:** Documentary evidence

### Teaching Assistant Qualifications

#### **Current qualifications as of April 2014**

Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)

Level 3 NVQ Supporting Teaching and Learning (STL)

Level 3 NVQ Childcare Learning and Development (CCLD)

Level 3 CACHE Diploma in Childcare and Education

Open University Certificate in Early Years Practice

Relevant Foundation Degree (relating to childcare and education)

QTS

Relevant degree in education studies accompanied by demonstrated practical experience as detailed in the person specification above.

#### **Past qualifications still accepted**

National Nursery Nursing Board Award (NNEB)

BTEC National Learning Support

Children's Care and Education Diploma (CCE)

NVQ Level 3 in Early Years and Childcare

NVQ Level 3 Caring for Children and Young People

Open University Specialist Teaching Assistant Certificate (STAC)

Specialist Teaching Assistant Award (STA)

City and Guilds Certificate in Learning Support combined with NCFE  
3563 Special Needs Assistant Qualification  
NVQ Teaching Assistant

**Prepared by/author:** NCC

**Date:** 30 April 2014