# Job Description – Teaching Assistant Level 3

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| **Responsible to:** | Assistant Head |
| **Salary:** | Grade 4 NJC point 7-11 (starting £24,294) pro rata |
| **Hours:** | 35 hours per week 8.30- 4pm term-time only  |
| **Annual Leave:** | 13 weeks - School holidays |
| **Based:** | Unity Community Primary |
| **Contract:** | Full time/ permanent |
| **Level of DBS Check**  | Enhanced with check of adults barred list |

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| Main Aims of the Post |
| To work with teachers across the primary phase to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs. |

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| Main duties |
| 1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils |
| 2. Assess, record and report on development, progress and attainment as agreed with the teacher |
| 3. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher |
| 4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required |
| 5. Select and adapt appropriate resources/methods to facilitate agreed learning activities |
| 6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate |
| **7. Teaching Assistants in this role are expected to undertake at least one of the following:** |
| The options listed below are alternative specialisms and only the specialism actually applicable should be evaluated. |
| a. Provide specialist support to pupils with special educational needs, for example, learning, behavioural, communication, social, sensory or physical difficulties |
| b. Provide specialist support to pupils where English is not their first language |
| c. Provide specialist support to gifted and talented pupils |
| d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject). |
| **Teaching Assistants in this role may also undertake some or all of the following:** |
| 8. Establish and maintain relationships with families, carers and other adults, e.g. speech therapists |
| 9. Provide short term cover supervision of classes |
| 10. Supervise the work of other support staff/trainees |
| 11. Be responsible for the preparation, maintenance and control of stocks of materials and resources |
| 12. Invigilate exams and tests |
| 13. Escort and supervise pupils on educational and out of school activities |
| 14. Guide and support pupils in their personal, emotional and social development |
| 15. Prepare and present displays |
| 16. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas |
| 17. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence |
| 18. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews |
| 19. Work with pupils not working to the normal timetable |

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| General Work Related Expectations |
| 1. To work within the Big Life Company’s Values, Ethos and Vision. |
| 2. To contribute to the development of TBLC |
| 3. To work in accordance with all Policies and Procedures of TBLC |
| 4. To identify and attend training as required |
| 5. To work in accordance with all relevant legislation |
| 6. To undergo regular supervision and an annual appraisal |
| 7. To undertake any other duties as required, appropriate to the post |

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|  | **Relevant National Occupational Standards** |
| 1 | STL8 Use information and communication technology to support pupils’ learningSTL28 Support teaching and learning in a curriculum areaSTL32 Promote the transfer of learning from outdoor experiencesSTL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum |
| 2 | STL30 Contribute to assessment for learningSTL55 Contribute to maintaining pupil recordsSTL60 Liaise with parents, carers and families |
| 3 | STL9 Observe and report on pupil performanceSTL29 Observe and promote pupil performance and development |
| 4 | STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacherSTL46 Work with young people to safeguard their welfareSTL53 Lead an extra-curricular activity |
| 5 | STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher |
| 6 | STL41 Support pupils with behaviour, emotional and social development needsSTL45 Promote children’s well-being and resilienceSTL46 Work with young people to safeguard their welfareSTL48 Support young people in tackling problems and taking action |
| 7 | STL14 Support individuals during therapy sessionsSTL38 Support children with disabilities or special educational needs and their familiesSTL39 Support pupils with communication and interaction needsSTL40 Support pupils with cognition and learning needsSTL42 Support pupils with sensory and/or physical needsSTL36 Provide bilingual/multilingual support for teaching and learningSTL28 Support teaching and learning in a curriculum areaSTL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum |
| 8 | STL14 Support individuals during therapy sessionsSTL52 Support children and families through home visiting |
| 9 | STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher |
| 10 | STL65 Allocate and check work in your teamSTL66 Lead and motivate volunteers |
| 11 | STL56 Monitor and maintain curriculum resources |
| 12 | STL 17 Invigilate tests and examinations |
| 13 | STL59 Escort and supervise pupils on educational visits and out-of-school activities |
| 14 | STL37 Contribute to the prevention and management of challenging behaviour in children and young peopleSTL47 Enable young people to be active citizensSTL46 Work with young people to safeguard their welfare |
| 15 | STL16 Provide displaysSTL31 Prepare and maintain the learning environment |
| 16 | STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacherSTL54 Plan and support self-directed play |
| 17 | STL44 Work with children and young people with additional requirements to meet their personal support needs |
| 18 | STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacherSTL30 Contribute to assessment for learningSTL51 Contribute to improving attendance |

# Person Specification – Teaching Assistant Level 3

The successful candidate must be able to demonstrate that they meet all the following points.

**Key - Method of Assessment:** A = Application form, I = Interview, T = Test,

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|  | **Essential or Desirable** | **Method of Assessment** |
| **1. Employment Experience**  |  |  |
| 1.1 Experience of working with children in KS1/KS2  | Essential | A, I |
| 1.2 Experience of working with pupils with additional needs.  | Desirable | A, I |
| 1.2 Ability to relate well to children and adults. | Essential | A, I |
| 1.3 Ability to work as part of a team. | Essential | A, I |
| **2. Educational Background/Training** |  |  |
| 2.1 Numeracy/literacy skills (at a level equivalent to GCSE) | Essential | A |
| 2.2 NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.  | Essential | A |
| 2.3 Training in the relevant learning strategies and/or in a particular curriculum or learning area e.g. bilingual.  | Desirable | A, I |
| **3 Knowledge**  |  |  |
| 3.1 An understanding of the role of the Teaching Assistant and other professionals working in the classroom. | Essential | A, I |
| 3.2 Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning. | Essential | A, I |
| 3.3 Understanding the principles of child development and learning processes. | Desirable | A |
| 3.4 Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies.  | Essential | A, I |
| 3.5 Knowledge and understanding of safeguarding children in education settings. | Essential  | A, I |
| 3.6 Knowledge and understanding of health and safety in education settings  | Essential  | A, I |
| 4 Skills  |  |  |
| 4.1Willingness and ability to undertake HTLA Level responsibilities (refer to HLTA standards)  | Essential | A, I |
| 4.2 Willingness to participate in training, performance management and self-evaluate learning needs and actively seeking learning opportunities.  | Essential | A |
| 4.3 Ability to use relevant technology e.g. photocopier. | Essential | A, I |
| 4.4 Effective use of ICT to support learning.  | Essential | A, I |
| 4.5 Ability to organise, motivate and lead a team  | Desirable | A |
| 4.6 Ability to self-evaluate learning needs and actively seek learning opportunities.  | Desirable | A |
| 4.7 Willingness to undertake first aid training as appropriate.  | Desirable | A |
| 5 Personal |  |  |
| 5. Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. | Essential | A, I |
| 5.2 Self motivation and personal drive to complete tasks to the required timescales and quality standards.  | Essential | A, I |
| 5.3 The flexibility to adapt to changing workload demands and new school challenges.  | Essential | A, I |
| 5.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils. | Essential | A |
| 5.5 A commitment to continuous self-development. | Desirable | A |
| 5.6 A commitment to school improvement | Essential | A |
| 5.7 Be willing to consent to and apply for an enhanced DBS check.  | Essential | A |