OAK WOOD PRIMARY AND SECONDARY SCHOOLS

JOB DESCRIPTION FOR TEACHING ASSISTANT
LEVEL THREE

Post Title:	**Teaching Assistant Level 3**
Salary Grade:	**Scale H 14-17**
Responsible to:	**Designated Teacher through to Head Teacher**
Hours:	**32.5 hours per week, term time**

BROAD DESCRIPTION:

Works with delegated authority and under the overall direction of Class Teacher through to the head teacher, and holds a senior role within the teaching assistant field of work supporting pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes and providing cover during teachers planned or unplanned short-term absence, involving taking whole groups/classes and delivering lessons/learning activities. Contributes to whole school policy development.
Also: **either** lead/manage a team of teaching assistants (see ^ in responsibility for staff below) **or** have a lead responsibility for co-ordination of a whole-school activity, policy or programme of work.

Responsibility for people: The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing appropriate care/support to pupils with complex health care and/or learning needs

Responsibility for staff:

- If leading a team, this will involve responsibility for managing a team of staff who support learning in the classroom (normally other teaching assistant staff), their supervision, performance management, development and training.
- If having lead responsibility for co-ordinating a school activity, the post will have: limited responsibility for supervising – though will be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: The post has responsibility for overview of financial resources supported by the budget holder and occasionally handling small amount of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some direct responsibility for physical resources, through safe/secure record keeping and maintenance/management of learning resources.

Curriculum support:

- Assist in the introduction to the lesson and interact with the teacher and pupils as required.

- Apply considerable depth of knowledge and understanding of a relevant area of the curriculum, age range or SEN in supporting pupils.

- Working within the broad framework provided by the teacher, take responsibility for collecting/making appropriate resources and differentiating learning activities for a group of pupils, e.g. leading a group activity during a literacy/numeracy lesson and evaluating and modifying teaching approaches to meet the needs of all the group e.g. TA incorporating curriculum objectives in a fishing trip with pupils.

- Deliver modules to individuals/small groups on Social/ Communication skills e.g. within SULP programmes, SCERTS,

- Lead in specialist areas for which they have relevant/additional experience and/or qualifications
- Work with and support subject leaders, auditing, organising, ordering, developing, making resources e.g. A TA supporting the English Coordinator will ensure that differentiated resources are available in advance of the following term's unit of work on electricity.

- Use specialist skills in order to facilitate access to the curriculum, e.g. preparing resources/displaying work, using SCERTS.

- Apply assessment strategies as detailed in the school's policy e.g. carry out baseline assessments and pass information to teachers e.g. A TA will assess pupil's progress on an ongoing basis and determine whether the programme that has been put in place continues to be appropriate to the pupil's needs.

- When teachers are absent, provide continuity for the pupils' learning e.g. by providing appropriate resources and information for supply teaching staff.

- Monitor individual or group achievement of key objectives and feedback to the teacher.

- Record information, in writing, relevant to the assessment and review of pupils' progress.

- Provide feedback to the teacher about the learning activities, responses to them and the support provided.

- Carry out pupil observations and work with teaching staff to identify appropriate intervention strategies.

- Offer suggestions for adapting teaching and learning styles to meet the needs of individual pupils.

- Support internal moderation of pupil's work.

- Support the identification of strategies to manage pupil behaviour.

- Undertake appropriate administrative tasks, e.g. co-ordinate and organise pupils attending off-site activities

- Other duties may involve making appointments for parents and professionals to attend annual reviews and ensuring that all necessary papers are available.

- Have a thorough knowledge of and ability to implement school systems independently e.g. collecting and storing evidence of pupil progress.

- Be involved as appropriate with the induction of new staff.

Support for pupils:

- Have the specialist knowledge, experience and ability to identify and use the most appropriate strategy in a range of contexts with children with a broad spectrum of needs, ages and abilities e.g. SCERTS, object referencing for pupils with PMLD.

- Accompany and take responsibility for small groups of pupils on short trips off the school premises, in accordance with an appropriate risk assessment and LEA guidance.

- Engage pupils in their own learning by ensuring if appropriate that they understand their EHCP targets and that they are involved in the monitoring and reviewing process.

- Use specialist knowledge to implement IBPs and contribute to reviews of progress by providing factual, concise and relevant assessment information.

- Be extensively involved in the pastoral support of pupils both on and off school premises e.g. visiting pupils and parents at home if necessary/appropriate, accompanying parents and pupils on school visits.

- Monitor and provide for the general care, safety and welfare of pupils (excluding duties of designated first aid officer) including tasks connected with the social education of the pupil. Where pupils have SEN that includes the need for personal care, provide this within the Health and Safety guidelines as necessary.

- Support individual or groups of pupils during independent/group learning (e.g. explaining learning, reinforcing key objectives, concepts or vocabulary; using practical apparatus; supporting less able pupils, extending/challenging the more able; assisting in keeping pupils focused on learning, interested, motivated and engaged).

- Support pupils in accessing the curriculum through interaction using appropriate language (including other forms of communication e.g. Makaton) and, with younger pupils, extend play-based learning in both the indoor and outdoor classroom.

- Assist pupils in the development of communication skills and role play activity e.g. use of communication modes

- Assist in the personal, social and emotional development of pupils and in the development of self-esteem.

- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.

- Identify and report uncharacteristic behaviour patterns in pupils and report these to the teacher.

- Be authorised to use physical intervention strategies following training e.g. TEAM TEACH.

- Assist with the supervision of pupils, including accompanying small groups of pupils on short trips off the school premises, under the supervision of the responsible teacher, in accordance with an appropriate risk assessment and LEA guidance. (Including minibus driving)
- Provide for physical care of pupils, including manual handling; interactive communication; physiotherapy; supervision
- Assist and support pupils with personal care – e.g. changing, toileting, showering, washing, dressing, undressing, care of clothes, personal hygiene
- Assist with the supervision of pupils e.g. as they arrive/leave the class and at break time and when required at lunch time.
- Assist and support pupils with swimming lessons and hydro therapy
- Assist pupils with feeding and medication administration where appropriate

Support to teacher:

- Have the knowledge and understanding to organise classroom environments and resources with limited teacher direction e.g. take responsibility for designing/making resources to support targets identified in an EHCP, plan/organise a "home corner" to support teaching objectives.
- Take responsibility for organising/administering an area within the school including budget management as appropriate e.g. Health and Hygiene.
- Be actively involved in the whole school planning and reviewing process.
- Monitor individual or group achievement of key objectives and feedback to the teacher.
- Be actively involved in the day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment and materials as appropriate.
- Contribute to the assessment of pupils by teachers through observation and reporting.
- Record information, verbally and/or in writing, relevant to the assessment and review of pupils' progress.
- Provide feedback to the teacher about the learning activities, responses to them and the support provided.
- Attend EHCP/ annual review meetings, if appropriate.
- Support the implementation of strategies to manage pupil behaviour and help manage pupil behaviour.
- Undertake appropriate administrative tasks e.g. filing/storing examples of pupils' work.
- Take responsibility for leading and managing lunchtime clubs.

School Support:

- Be expected to work in a variety of school settings with pupils with a broad spectrum of needs and at different key stages.

- Providing an exemplar of good practice in, for example, learning support, behaviour management (if accompanied by a level 2 TA, the level 3 will have a management/supervisory role).

- Take a lead responsibility in promoting a specialist area throughout the school by working with and alongside class teams (teachers and TAs). Examples of specialist areas could include: TEAM TEACH (behaviour support), use of sensory room, sports/leisure activities.

- Provide training in specialist areas, for parents and professionals in a range of contexts including mainstream schools e.g. A TA demonstrating the use of visual timetables to school staff and parents; TA working with a teacher to deliver a workshop at a County SEN conference; a TA working in a school providing TEAM TEACH training for colleagues.

- Model good practice e.g. a TA leading a communication group, may eventually transfer the responsibility to other staff.

- Taking a lead in promoting schemes that have been introduced by teaching staff, e.g. a TA giving advise/support to families.

- Respond to parents/carers sensitively showing awareness of specialist issues e.g. related to care of pupils with PMLD, behaviour issues etc.

- Be actively involved in contributing to whole school curriculum policy development.

- Be aware of and practice within equal opportunities policies and principles and health and safety regulations. Seek to prevent accidents and report these to the designated person in the school.

- Attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours but not beyond total working week.

- Participation in induction training for teaching assistants and staff review/performance process and make use of professional development opportunities.

- Maintain confidentiality according to organisation and legal requirements, adhere to and maintain school policies, routines and codes of conduct and support the ethos of the school.

- Be aware of and practice within equal opportunities policies and principles and health and safety regulations. Seek to prevent accidents and report these to the designated person in the school.

- Be aware of and practice according to the Child Protection Policy.

- Be available for work for 195 days a year (pro-rata if working less than a 5 day week) including attendance at in-service training and on training days.

- Undertake other duties that can reasonably be expected of and are relevant to the level and nature of the post

Qualifications, Training and Likely Abilities:

- Hold a recognised and relevant qualification at NVQ level 3 (or equivalent) or above.
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have a detailed understanding of at least one area of the curriculum / age range.
- Have considerable experience of working to support children/pupils learning
- Have detailed understanding of schools' policies and how they relate to local and national framework / policies for learning
- Have an understanding of and experience of ICT as a learning tool and be able to use this in the classroom
- Good communication and listening skills and be able to present information, verbally and in writing
- Have additional communication skills – e.g. relevant sign language
- Able to take responsibility for an area of learning/development
- Able to organise and lead activities for parents and/or children
- Able to supervise and train NVQ or work experience students
- Where managing a team of staff – have sound staff supervision and management skills
- Relates well to children, parents, staff and other professionals
- Able to exercise initiative and independent action
- Be pro-active in offering ideas and contribute to whole school review
- Able to adapt teaching styles to the needs of groups or individual pupils
- Following training and risk assessment, be able to operate specialist equipment, e.g. hoists, complex feeding equipment etc and oversee staff use of this.
- Can plan own work when required and can transfer theory/training into practice.
- Be willing to support pupils personal care needs; to train and achieve identified medical competencies (with training and supervision from school nurse) and provide care for specified pupils