

Job Description

Teaching Assistant Level 3 Special / Additional Needs Teaching & Learning

The post holder will report to the Teacher/Senior Teaching Assistant. Apart from other colleagues, the main contacts of the job are the Headteacher, teaching staff, other support staff and students.

Main purpose of the post

Under the guidance of a teaching/senior support staff, provide support for students who require help to enable access to learning and to assist in the management of students

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers)

Main duties and responsibilities

Support for students

To work with groups of students under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs

Use specialist (curricular learning) skills/training/experience to support pupils

Establish good relationships with students, taking on role model by presenting a positive personal image and responding appropriately to individual needs

Promote the inclusion and acceptance of all students

Encourage students to interact and work co-operatively with others and engage all students in activities

Promote independence and employ strategies to recognise and reward achievement of self reliance

Give regular feedback on student's progress to the class teacher and file records

Provide feedback to students in relation to progress and achievement

Attend to student's personal needs, including minor first aid and provide advice and assist in the pastoral, social health, physical hygiene development and welfare matters.

To assist with the dispensing of medication in exceptional circumstances, with appropriate training and under the supervision of medical staff where necessary.

To carry out escort duties as appropriate whenever required.

To assist students in the hydrotherapy pool (where applicable), lift, dress, and providing support to the students with the activities in the pool.

To support students on integration placement in mainstream schools or colleges and on work experience placements.

Support for Teachers

To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by students and ensuring its accessibility.

To liaise with therapists, medical staff, and other personnel working with student as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.

Under the direction of the teacher prepare classroom for lessons, including display work and clear afterwards as appropriate.

Contribute to the planning cycle, managing and preparing resources, and evaluating and adjusting lessons/work plans as directed by the teacher.

Be responsible for keeping and updating records, information and data, producing reports as required.

Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.

Undertaking marking of student's work and accurately record achievement/progress.

Administer and assess routine tests and invigilate exams.

Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.

Provide specialist advice and guidance (e.g. Art/Music) as required.

Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of students (this includes attendance at parents meetings)

Contribute to the development and implementation of appropriate behaviour management strategies.

Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

To provide curricular clerical/admin support eg. photocopying, making lists, collection of monies.

Support for the Curriculum

To provide support in all areas of the curriculum and on social occasions for students who have been identified as having medical conditions, which disable their full independent access to mainstream school life.

Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and particular needs, including assessment in order to maximise pupil access to the curriculum within an inclusive setting where appropriate

Contribute to the development of lesson/work plans

Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies

Support the use of ICT in learning activities and develop students' competence and independence in its use

Assist students to access learning activities through specialist provision

Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the School

Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies

Accompany teachers and pupils on educational visits

General

To maintain good relationships with colleagues and work together as a team

To undertake all duties with full regard to the Health and Safety at Work Act

To be willing to undertake and carry out first aid training as appropriate

To contribute to the overall ethos, work and aims of the school and Trust

Assist in the supervision of classroom and outdoor activities.

Assist with the supervision of discreet groups of students for short periods when the teacher is not present.

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Where appropriate, attend review meetings of students who have been identified as experiencing physical disabilities or complex medical needs, providing information on school options and access issues.

To participate in training and other learning activities and performance development as required

To attend training and administer basic first aid as and when required.

To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise

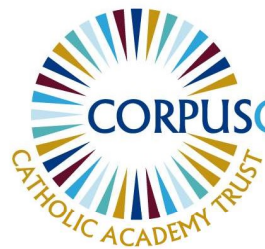
To be aware of and support difference and to ensure equal opportunities for all

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2 may be called upon to provide cover supervision for a group or occasionally a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered



We are His body, living and learning as one.

Person Specification

Teaching Assistant Level 3 Special / Additional Needs

Teaching & Learning

CRITERIA	ESSENTIAL OR DESIRABLE	HOW / WHEN MEASURED *A/I/R/SP
QUALIFICATIONS / TRAINING		
GCSE English & Maths at Grade C/4 or above	E	A/I/R/SP
Level 3 Award or Certificate in Supporting Teaching and Learning in Schools OR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	E	A/I/R
Training in the relevant learning strategies and / or in a particular curriculum or learning area e.g. bilingual	E	A/I/R
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	E	A/I/R
Willingness to undertake first aid training and administer first aid as appropriate	E	A/I/R
EXPERIENCE		
Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe, profound or complex learning difficulties where appropriate	D	A/I/R
KNOWLEDGE / SKILLS / ABILITIES		
The ability to organise, motivate, lead and be part of a team	E	A/I/R
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	E	A/I/R
The flexibility to adapt to changing workload demands and new school challenges	E	A/I/R
To use ICT effectively to support learning	E	A/I/R
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning	D	A/I/R
Understanding of the principles of child development and learning	D	A/I/R
PERSONAL STYLES / BEHAVIOUR		
To act with the utmost integrity at all times	E	A/I/R
To deal with any emergencies that may crop up in a calm manner and remain calm and in control in difficult circumstances	E	A/I
To relate well to children and adults and communicate effectively with all stakeholders in tactful, friendly and professional manner	E	A/I/R
To be motivated to complete tasks to the required timescales and quality standards	E	A/I/R/SP

Willingness to participate in training, performance management and self-evaluate own learning needs and actively seek learning opportunities	E	I/R
To maintain confidentiality relating to the staff and students at all times	E	I/R
To contribute to the Catholic ethos of the school	E	I
To be committed to equal opportunities	E	I
To uphold all aspects of safeguarding	E	I
To be willing to consent to apply for an enhanced disclosure and barring service check	E	I

***Application/Interview/References/Selection Process**

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The letter of application should be clear, concise and related to the specifics of the post advertised above in order to gain an interview**