

Teaching Assistant Level 3

Job Description

Normal working hours: Monday to Friday 8:40am – 3:20pm

The post is 29.6 hours per week term time plus 5 days PAD

Responsible to: Class teacher and SENCO

We are looking for someone who:

Can support individual pupils with SEND and liaise with members of the school and SEND support team.

Is able to work under the direct supervision of the class teacher and SENCO to undertake work, care and support programmes to enable access to learning for pupils with SEND need.

PURPOSE OF THE POST

- To work under the instruction and guidance of class teachers and the SENCO to undertake work, care and support programmes to enable access to learning for pupils with a SEND need.

DUTIES AND RESPONSIBILITIES

Support for the pupil

- Provide specific support for a pupil with a SEND need, ensuring their safety and access to learning activities through an adaptive approach.
- Assist with the development and implementation of provision maps.
- Establish warm and positive relationships with pupils, consistently using a 'connection before correction' approach.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact kindly with others and promote oracy skills to enable this.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Support for the teacher

- Help to create and maintain a purposeful, orderly and supportive environment for learning.
- In liaison with the teacher, use strategies to support pupils for adaptive teaching.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils responses to learning activities and report feedback on achievement/progress to the class teacher and the SENCO.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote our school Relationship and Behaviour Policy, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour.
- Where appropriate establish constructive relationships with parents/carers.
- Provide cover supervision when required for short periods of time both in classes and at lunchtime.
- Be flexible according to the needs of the child.

Support for the curriculum

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil needs. Adapt activities according to pupil responses/needs.
- Undertake programmes linked to the national curriculum and to specific interventions, recording achievements and progress and feeding back to the teacher.
- Support the use of appropriate ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the school

- Be aware of and comply with school policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development.
- Appreciate and support the role of other professionals.
- Attend relevant meetings and PADs as required. (Attendance at PADs will be paid)
- Participate in training and other learning activities and performance development as required.
- 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.

Teaching Assistant Level 3 Person Specification



CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE
<ul style="list-style-type: none"> • NVQ 3 in Teaching Assistance or equivalent qualification • Extensive experience of working with children within EYFS/KS1 and/or KS2 in a school • Experience of working with pupils with Special Educational Needs, particularly SEMH needs • Experience of using ICT to support learning and understanding of other basic technology (computers, iPads, photocopier etc.) 		<ul style="list-style-type: none"> • Experience of delivering interventions to support pupils social and emotional development • Experience of taking whole classes as a cover supervisor under the direction of class teachers • Training in relevant learning strategies in particular literacy, numeracy, SEN/D and safeguarding. Training in specific programmes such as Sensory circuits, Zones of regulation
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		
<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues and be flexible. • Ability to work with children at all levels regardless of specific individual need • Good personal numeracy and literacy skills • General understanding of national/EYFS curriculum and other basic learning programmes/strategies • Basic understanding of child development and learning • Understanding of relevant policies/codes of practice and awareness of relevant legislation • General awareness of inclusion especially within a school setting 		

CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Able to improve their own practice through observations, evaluation and discussion with colleagues • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Willingness to participate in relevant training and development opportunities including Professional Activity Days at the school 	<ul style="list-style-type: none"> • Willingness to share outstanding practise with other TAs as part of induction and continued CPD 	

