



Post Title:	Senior Teaching Assistant – Level 3
Grade:	4 (Point 7-12)
Responsible to:	Headteacher
Responsible for:	n/a
Purpose of job:	<ul style="list-style-type: none"> • To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. • This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. • Staff may also supervise whole classes occasionally during the short-term absence of teachers. • The primary focus will be to maintain good order and to keep pupils on task. • Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities

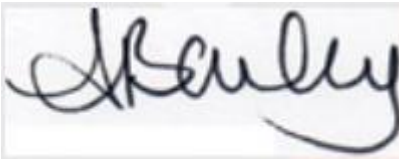
Welcome to Woodhouse West Primary School



I am so pleased that you are considering joining our school. We are very proud of our school, its children and their families. Everyone who works at Woodhouse West is passionate about making a difference to our children and helping them to achieve their full potential, whilst being the best they can be every day. Please visit our website where you will notice that it is full of beautiful pictures of children learning through personal experience of the world around them. We encourage all children to broaden their horizons, have the confidence to try new things and keep going when challenges present themselves and celebrate their successes. As a result our children are articulate, inquisitive and confident and frequently ask questions of those around them.

Each of our children has the potential to do something wonderful, our primary role is to find their key skill or talent, the gem inside them and nurture it.

The very best way to understand our ethos and the way we learn is to visit us and see for yourself. Please feel free to contact us to arrange and visit.



Mrs Anne-Marie Bailey

JOB DESCRIPTION FOR POST OF: SENIOR TEACHING ASSISTANT – LEVEL 3

Specific Duties and Responsibilities

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of IEPs
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required
11. Administer first aid as appropriate

Promotion of Trust Values

1. To contribute to the overall development of Sheffield South East Trust to ensure the Trust operates on the basis of shared and collective responsibility.
2. To contribute to the overall ethos, work and aims of Sheffield South East Trust.
3. To support and contribute to the Trust's commitment to safeguarding all students. All schools in the Sheffield South East Trust are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees are expected to share this commitment.
4. To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
5. To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities.
6. All the above duties and responsibilities to be carried out in accordance with policies adopted by the School Governing Body and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety
7. This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher/CEO to reflect or anticipate changes in the post commensurate with the grade or job title.

Any other duties and responsibilities appropriate to the grade and role

As this post is to work within our Early Years Team, please use the link below to check you have the relevant qualifications before submitting your application.

<https://www.gov.uk/guidance/early-years-qualifications-finder>

Person Specification

Specification	Essential	Desirable	Evidence
Qualification/ Training	<ul style="list-style-type: none"> Good basic education to GCSE level in literacy and numeracy, Grade C, or the equivalent Relevant Early Years qualification 	<ul style="list-style-type: none"> First Aid Qualification EYFS specific training i.e. helicopter stories, Stories for Talking, Rainbow Talk 	<ul style="list-style-type: none"> Certificates Application Form
Experience	<ul style="list-style-type: none"> At least 2 years recent, relevant EYFS experience Experience of supporting children in a classroom environment, including those with special educational needs. 	<ul style="list-style-type: none"> Experience of intervention processes to raise achievement 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge and understanding	<ul style="list-style-type: none"> Working knowledge of the new Early Years National curriculum Understand the learning needs of young people aged from birth to 5. To be able to demonstrate how learning has been supported in at least different age groups showing the impact and progress from Nursery to Reception To be able to demonstrate how constructive relationships have impacted on child development. To have knowledge of equal opportunities and inclusive teaching and its impact. Knowledge and understanding of: <ul style="list-style-type: none"> child development and the ways in which children learn; questions related to equal opportunities; how children learn and how to motivate them; 	<ul style="list-style-type: none"> To have experience of different key stages of primary education. To be able to present examples of work that highlight children's development Experience of Little Wandle Letters and Sounds 	<ul style="list-style-type: none"> Application Form Interview References

	<ul style="list-style-type: none"> - supporting children with special educational needs. 		
Professional Qualifications	<ul style="list-style-type: none"> • The ability to communicate clearly and take into account, where appropriate, the views of others • Excellent personal organisational skills • The ability to contribute and work as a member of a strong team • An inspirational, committed and highly effective classroom practitioner who is dedicated to achieving the best outcomes for each individual child • Effectively communicate orally and in writing to a range of audiences • Maintain a calm level of professionalism at all times • An ability to create a warm, positive and motivating learning experience for children • A commitment to raising attainment 	<ul style="list-style-type: none"> • Experience using a range of assessment tools. • Enthusiasm and willingness to contribute to and participate in the wider context of school life. 	<ul style="list-style-type: none"> • Application Form • Interview • References
Personal Attributes	<ul style="list-style-type: none"> • Calmness • Confidentiality • Empathy • Enthusiasm and energy • Flexibility • Initiative • Sense of adventure • Supportiveness • Excellent record of health, punctuality and attendance • A commitment to the ethos of the school • Commitment to your continuing professional development 	<ul style="list-style-type: none"> • Adaptability to changing circumstances & ideas 	<ul style="list-style-type: none"> • Interview • References
Safeguarding	<ul style="list-style-type: none"> • Commitment to the safeguarding and protection of children and to the personal development of our pupils 	<ul style="list-style-type: none"> • Experience of dealing with safeguarding issues 	<ul style="list-style-type: none"> • Application Form • Interview • References

	<ul style="list-style-type: none">• Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety• Knowledge of child protection procedures		
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