

Teaching Assistant (Level 3) Job Description



| | |
|--------------------------|------------------------------|
| POST: | Level 3 Teaching Assistant |
| RESPONSIBLE TO: | Assistant Principal |
| RESPONSIBLE FOR: | N/A |
| LOCATION: | Oasis Academy Skinner Street |
| DISCLOSURE LEVEL: | Enhanced |

JOB PURPOSE:

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programs, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

KEY TASKS:

Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their access to learning resources.
- Ensure pupils' safety, welfare and personal hygiene. (Basic First aid to be included where appropriate).
- Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- Support the implementation of IEPs, Behaviour Plans, Personal Care Programs, Curriculum Planning and Assessment.
- Promote self-esteem and independence amongst pupils.
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy. Evaluate learning and provide feedback to the teacher / parent / agency as needed.
- Be able and willing to undertake cover supervision for the teacher occasionally.

Support for Teachers

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy.
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Undertake structured and agreed learning activities / programs, being aware of pupil learning styles. Adjust activities according to pupil responses / needs.
- Work with pupils on programs linked to local and national curriculum and learning strategies e.g., literacy, numeracy, early years, recording achievement, progress and feeding back to the teacher.
- Monitor pupils' responses to learning activities and achievement as directed.

- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Undertake pupil record keeping as requested.
- Assist with the collation of pupil reports as requested by the teacher. This may involve data input.
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work in the classroom and around school.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark routine tests e.g. spelling, mental arithmetic and invigilate tests as required.
- Provide clerical support for teacher's e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities.

Support for the School

- Be aware of and comply with policies relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
- Contribute to the overall work, smooth running and ethos of the school.
- Appreciate and support the role of other people in the team.
- Attend and participate in meetings as required.
- Improve one's own practice through training, self-evaluation and performance management.
- Assist with the supervision of pupils out of directed lesson time, including before and after school and at lunchtime, within working hours.
- 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.

Contacts

- Teaching and other staff in the School.
- Pupils.
- Parents/relatives/carers.
- Peripatetic services.
- Educational Psychologists and other education or health care professionals.
- Academy Council.

Control of Resources (human, financial, material):

Classroom resources and equipment as allocated.

Safeguarding children and young people

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Teaching Assistant (Level 3) Person Specification



Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

| Attributes | Requirement | |
|--|--|--|
| | Essential | Desirable |
| Qualifications | <ul style="list-style-type: none"> At least NVQ level 3 and GCSE/ O-level grade C English and Maths | |
| Knowledge, Experience, Skills and Abilities | <ul style="list-style-type: none"> Some experience of working effectively in a learning / child care setting Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/ carers from a variety of ages, abilities and backgrounds. Aptitude to develop knowledge of the role within an education environment. Flexible, adaptable and positive attitude to working in a structured environment Communication skills to promote and develop effective working with children, colleagues and carers/agencies at an appropriate | <ul style="list-style-type: none"> Understanding of the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment Current first aid certificate The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution Proven communication and interpersonal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues. |

| | | |
|------------------------------|---|--|
| | level to achieve understanding and constructive response. | |
| Personal Requirements | <ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS checks. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. • Ability to maintain confidentiality. • Ability to reflect. • Ability to demonstrate patience with firmness. | |