



Woolston Brook School
JOB DESCRIPTION

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| Job Title | TEACHING ASSISTANT LEVEL 3 |
| JE Reference | |
| Grade | 5 |
| Primary Purpose of the Job | <p>To work with and supervise individual pupils and groups of pupils under the direction/instruction of teaching &/or senior staff, including undertaking the role of cover supervision where required</p> <p>To take account of inclusive practice and specific individual learning needs, enabling access to learning for all pupils</p> <p>To support in classroom management and behaviour improvement techniques</p> |
| Responsible to | Headteacher Senior Leaders and Subject Leaders |
| Responsible for | |
| Principal Responsibilities | Provide support for the pupils, teachers, curriculum and the school |

MAIN DUTIES – under the direction / guidance of the class teacher, SLT or middle leader

1 Support for the Pupil

- a** Establish excellent working relationships with pupils, acting as a role model
- b** Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- c** Provide specific support to pupils dependent upon their individual needs, ensuring their safety whilst supporting access to learning activities. This may include administering medications to pupils according to individual care plans.
- d** Assist with the development and implementation of pupil targets for learning and personal development
- e** Promote inclusion and acceptance of all pupils
- f** Encourage pupils to interact with others and engage in activities led by the teacher
- g** Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
- h** Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- i** Use specialist (curricular/learning) skills, training and experience to support pupils, and when undertaking the role of cover supervisor where required.

2 Support for the teacher

- a** Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money etc)
- b** Assist with the display of pupil work

- c Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- d In liaison with the teacher, contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate goals
- e Utilise strategies to support pupils in achieving learning goals
- f Report Pupil achievements, progress and issues as appropriate in agreed format
- g Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and targets
- h Undertake Pupil record keeping as requested
- i Accurately record pupils achievement and progress, and administer routine tests and invigilate exams as requested
- j Promote excellent Pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established Woolston Brook School policies and practices
- k Liaise sensitively and effectively with parents and carers within the role, and participate in feedback sessions and meetings with parents, as agreed with the teacher and under teacher supervision as required

3 Support for the curriculum

- a Undertake structured and agreed learning activities/learning programmes, taking in to account the consideration of Pupil learning styles, including the fulfilment of the role of cover supervisor within school where required
- b Undertake Pupil literacy/numeracy programmes as required, recording achievements and progress, and providing appropriate reports and feedback for the teacher
- c Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- d Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

4 Support for the school

- a Be aware of and comply with Woolston Brook School policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate named person (as named in the policy concerned)
- b Be aware of and support difference, and ensure all pupils have equal access to opportunities to learn and develop
- c Contribute to the school ethos, aims and development/improvement/evolution plans
- d Appreciate and support the role of other professionals
- e Assist in the supervision, training and development of classroom support staff
- f Attend relevant meetings as required
- g Participate in training and other learning activities as required
- h Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- i Accompany teaching staff and pupils on visits, trips and out of school activities as required

Developing self and others

- a To make every effort to access development opportunities
- b To actively participate in your own performance management, identifying your development needs through your personal development plan
- c To contribute to whole-school development by sharing your learning with others

Valuing Diversity

- a** To accept that everyone has a right to their distinct identity
- b** To treat everyone with dignity and respect, and to ensure that feedback is valued by reporting it back into the school.
- c** To promote and participate in Woolston Brook School's inclusive practices

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated

September 2021

Job Description prepared by

Maureen Brettell

PERSON SPECIFICATION

POST TITLE: TEACHING ASSISTANT (LEVEL 3)
GRADE: 5

E = ESSENTIAL

D = DESIRABLE

- ☐ Ability to work effectively within a team environment, understanding classroom roles and responsibilities E
- ☐ Ability to build and maintain effective working relationships with all pupils and colleagues. E
- ☐ Ability to promote a positive ethos and role model positive attributes E
- ☐ Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. E
- ☐ Ability to adapt own approach in accordance with pupil needs E
- ☐ Excellent personal numeracy and literacy skills E

KNOWLEDGE & UNDERSTANDING

- ☐ Clear understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc E
- ☐ Understanding of principles of child development, learning styles and independent learning. E
- ☐ Working knowledge of SEN codes of practice/legislation D
- ☐ Understanding of SEMH needs within a school setting E
- ☐ Experience of resources preparation to support learning programmes E
- ☐ Effective use of ICT to support learning E
- ☐ Understanding of other basic technology D

QUALIFICATIONS

- ☐ NVQ III or equivalent in teaching assistance E
- ☐ Minimum 2 year experience of working with children in an educational Setting (within specified age range/ subject area). E
- ☐ Experience of working with pupils who display significant Challenging behaviours. E
- ☐ Willingness to participate in relevant training and development opportunities. E

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| <input type="checkbox"/> Training in the literacy/numeracy strategy | D |
| <input type="checkbox"/> Intermediate Team Teach training or agreement to gain this Level within 6 months of taking up post | E |
| <input type="checkbox"/> Willingness to undertake appointed person certificate in first aid Administration within 6 months of taking up post. | E |
| <input type="checkbox"/> Specialist subject knowledge curriculum/resources | D |

PROFESSIONAL VALUES AND PRACTICE

Must be able to demonstrate all of the following

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| <input type="checkbox"/> High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements. | E |
| <input type="checkbox"/> Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. | E |
| <input type="checkbox"/> Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work. | E |
| <input type="checkbox"/> Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | E |
| <input type="checkbox"/> Able to liaise sensitively and effectively with parent s and carers, recognising role in pupils' learning. | E |
| <input type="checkbox"/> Able to improve their own practice through observations, evaluation and discussion with colleagues. | E |