Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** Teaching Assistant – Supporting and Delivering Learning (Level 3) | | | **Director/Service/Sector:** Children’s Services | | **Office Use** |
| **Band:** 4 | | | **Workplace: Wylam First School** | | JE ref: SG18  HRMS ref: |
| **Responsible to:** HLTA/Line Manager Managing Support Staff | | | **Date:** | **Manager Level:** |
| **Job Purpose:** To work under the guidance of the EYFS Leader/Nursery room leader and within an agreed system of supervision, to implement agreed work programmes for individuals and groups, in or out of the classroom.  This could include using specialist knowledge to support the room leader in the whole of the planning cycle and learning environment development and the management and preparation of resources and learning journals. Staff, on occasions, may also be required to undertake whole class supervision during the short-term absence of a teacher.  The primary focus will be to maintain good order and to keep pupils on task.  Staff involved in cover supervision will be expected to respond to pupils’ questions and generally support pupils in learning activities. | | | | | |
| **Resources** | | Staff | Not Applicable | | |
| Finance | | | Not Applicable | | |
| Physical | | | Shared responsibility for classroom equipment and materials. | | |
| Clients | | | Relevant School pupils. | | |
| **Duties and key result areas:**  **Support for Pupils**    1. Use specialist skills, training, or experience to support pupils learning.    2. Assist with the development and implementation of individual education plans for key children.    3. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.    4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.    5. Encourage children to play and interact with one another.    6. Encourage children to engage in, and participate in learning activities lead by the room leader.    7. To have challenging expectations that encourages children to act independently and build self-esteem and encourage the development of the characteristics  of effective learning.    8. Provide feedback to pupils and parents in relation to progress and achievement.  **Support for the Room Leaders and EYFS Leader**     1. Work with the room leader to establish an appropriate learning and resources that meets the needs of all learners and encourages the characteristics of   effective learning.    2. Support the room leader in lesson planning, environment planning and evaluating and adjusting the lessons/environment as appropriate.    3. Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against agreed,  pre-determined learning expectations, identifying next steps in learning.    4. Provide the Room Leader and EYFS Leader with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting  evidence.    5. Undertake the maintenance of learning journals and accurately record achievement.    6. Support the teacher in the management of pupil behaviour.    7. Gather information from parents and carers as directed.    8. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.    9. Participate in parent consultations as directed.  **Support for the Curriculum**    1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.    2. Help pupils to understand instructions.    3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the  development of relevant skills.    4. Support use of ICT in learning and develop pupils’ competence and independence in its use.    5. Help pupils access learning activities through specialist support.    6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use.  **Support for the School**    1. Comply with all school policies relating to:  ∙        Health and Safety  ∙        Equal Opportunities  ∙        Child Protection  ∙        Confidentiality and data protection  ∙        EYFS statutory frameworks.    2. Work in such a way as to promote the ethos and vision of the school.    3. Participate in training and development, and activities that contribute to the management of performance.    4. Assist with the management of pupils outside the classroom, e.g. lunch times and outside the school, e.g. school trips, as directed by the class teacher  and member of the school’s management.    5. Attend and participate in regular meetings.    6. To undertake other duties and responsibilities as required commensurate with the grade of the post.  This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person.  The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | | |
| **Work Arrangements** | | | | | |
| Working pattern: | Wednesday 8:45am – 3:15pm  Thursday 8:45am – 3:15pm  Friday 8:45am – 3:15pm  Term time | | | | |

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**PERSON SPECIFICATION**

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| **Post Title:** Teaching Assistant – Supporting and Delivering Learning (Level 3) | **Director/Service/Sector:** Children’s Services | **Ref**: SG18 | |
| **Essential** | **Desirable** | **Assess by** | |
| **Knowledge and Qualifications** | | | |
| Very good numeracy and literacy skills (at least NVQ 2 qualification)  Full and relevant EYFS L3 qualification  Participated in training related to various national strategies, e.g. literacy and numeracy | HSAW First Aid Certificate or equivalent  Level 1 BSL  Willingness to participate in development and training opportunities | | (a), (i) |
| **Experience** | | | |
| Willingness to participate in development and training opportunities |  | | (i) |
| **Skills and competencies** | | | |
| NVQ 2 ICT Qualification or in-service training and 3 years experience of using ICT in a learning environment   Ability to use other types of learning technology:   * Photocopying * Whiteboards * Digital Media   Understanding of codes of practice and recent relevant education  Good understanding of the principles of child development and the learning process  Can actively self-evaluate learning needs and seek out learning opportunities  Can work as a member of a team, understanding their role in the classroom and associated responsibilities. |  | | (a), (i) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits.