

JOB DESCRIPTION

SCHOOL:

POST TITLE: Teaching Assistant Level 3

GRADE: H (SCP 23 – 25)

REPORTS TO:

MAIN PURPOSE: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed 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. This may include providing support in addressing the needs of pupils who need particular help in overcoming barriers to learning. 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.

.....
.....

TASKS:

SUPPORT FOR THE PUPIL:

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

SUPPORT FOR THE TEACHER:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 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

- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils work and accurately record achievement/progress
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Supervise and assess routine tests and invigilate examinations/tests
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc

SUPPORT FOR THE CURRICULUM:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 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
- Support the use of ICT in learning activities and develop pupils competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL:

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on out of school activities as required
- Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

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.

Signed:

Date:

PERSON SPECIFICATION

POST TITLE: Teaching Assistant Level 3

GRADE: H (SCP 23 – 25)

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> Requirement to complete DCSF Teaching Assistant Induction Programme Willingness to participate in relevant training and development opportunities NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant 	<ul style="list-style-type: none"> First Aid training or willingness to undertake appointed person certificate in First Aid Child Protection training Training in the literacy/numeracy strategy Training in Special Educational Needs strategies Qualifications at GCSE level or equivalent in Maths and English
EXPERIENCE:	<ul style="list-style-type: none"> Recent and relevant experience of working with children within an education setting, within a specified age range/subject area 	<ul style="list-style-type: none"> Experience of working in a school environment
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> Ability to relate well to children and adults Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupils needs Advanced understanding of national curriculum and other basic learning 	<ul style="list-style-type: none"> Relevant knowledge of First Aid Knowledge of Child Protection Equal Opportunities and recognising the nature of the diverse school community Understanding of basic technology – computer, video, photocopier etc Working knowledge of relevant policies/codes of practice/legislation

	<p>Programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects</p> <ul style="list-style-type: none"> • Understanding of principles of child development, learning styles and independent learning • Specialist subject knowledge/curriculum/resources (<i>enter here if required by school</i>) • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Experience of resources preparation to support learning programmes • Excellent communication skills • Excellent numeracy and literacy skills • Be able to maintain confidentiality • Excellent listening skills • The ability to manage behaviour of children in a positive and supportive manner • Awareness and basic understanding of the school curriculum (within specified age range or subject area) • General awareness of inclusion, especially within a school setting 	
PERSONAL AND PROFESSIONAL ATTRIBUTES:	<ul style="list-style-type: none"> • Friendly, approachable and professional manner • Calm approach • A commitment to working as part of the whole school team and supporting the vision and aims of the school • 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 	

	<p>pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners</p> <ul style="list-style-type: none"> • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to liaise sensitively and effectively with parent and carers, recognising their role in pupils learning • Able to improve their own practice through observations, evaluation and discussion with colleagues. 	
--	---	--