Wynyard Church of England Primary School

Level 3 Teaching Assistant Job Description

POST:	Level 3 Teaching Assistant Permanent NJC point 14 – 17 25 hpw 190 days TTO + 5 days
SALARY GRADE:	NJC 14 - 17
RESPONSIBLE TO:	Headteacher
JOB PURPOSE:	To work under the direction of SLT, Class Teachers and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of learning process for all pupils including those with additional needs. The post holder will work in classes or other appropriate locations with access to support and guidance, supervising groups and/or individual pupils. The post holder may have responsibility to provide whole class cover, including lesson delivery and marking where appropriate. The post holder should be committed to full inclusion for all pupils and should have a good understanding of the barriers to learning which may affect certain pupils. The post holder will assist and supervise children during after school club to ensure the children's safety and welfare.
ACCOUNTABILITIES/MAIN RESPONSIBILITIES	
Supporting Learning & Development	• Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of pupils. • Supervising pupils with SEND and ALN, ensuring their safety and ability to access learning activities and understand the information presented. • Working towards pupils individualised targets set out within the EHCP, in liaison with the class teacher and SENCO. • With the class teacher, plan and deliver small group interventions and group teaching activities with clear objectives and appropriate learning outcomes for all pupils. • Aiding the execution of education plans suitable to each pupils' learning objectives. • Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment. • Helping pupils understand instructions and school work using techniques that work for them. • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning. • Support and assist in the development and implementation of appropriate behaviour management strategies.

	• Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class teacher. • Support pupils in their social and emotional wellbeing in implementing relevant social, healthy and physical programmes, including those with health, social and physical needs. • Together with the class teacher, ensure that learning environments and displays effectively support and challenge all learners. • Escort and supervise pupils on educational visits and out of school activities under the supervision of the class teacher. • Undertake break and lunch supervision as required.
Supervise and manage the routines associated with breakfast and or after school club	• Ensure children are suitable dressed depending on weather and indoor/outdoor activities • Organise and supervising the washing of hands and hygiene of infant/junior pupils. • Supervise the storage and retrieval of packed lunches, clothing and other belongings. • Supervise queuing, waiting taking turns and seating in designated areas. • Supervise movement between various areas of the school. • Supervise routines for dressing in outdoor clothes when necessary, using toilets and movement on the playground.
Communication	• Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals. • Share information confidentially about pupils with teachers and other professionals as required. • Initiate appropriate and effective communication with the class teacher and other professionals, forging and sustaining relationships across agencies. • Listen to children and act as a trusted authority who will fairly resolve disputes, reassure worries, calm fears and soothe distress.
Sharing Information	• Assess, record and report on pupils' attainment and progress within assessment and reporting processes. • Participate in meetings with other staff external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters. • Assist in the induction and development of classroom support staff, cascading information and good practise. • Pay due regard and professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings. • Share information confidentially about pupils with teachers and other professionals as required.
Safeguarding and Promoting the Welfare of Children & Young People	• Carry out tasks associated with pupils' personal hygiene and welfare, including personal intimate care, physical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.

Administration/Other	• Assist the class teacher and work as directed in preparation of the classroom and resources for planned work to take place. • Undertake routine clerical duties as required. • Support the use of ICT and adhere to relevant policies. • Supervise and provide access arrangements to pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations. • Ensure up to date and accurate pupil data is logged on ICT data bases as appropriate. • Participate in appraisal, training and other CPD activities.
Data Protection	• To comply with Melrose Learning Trust policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.
Health & Safety	• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment. • Administer First Aid when required.
Equalities	• Promote inclusion and acceptance of all pupils. • Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with the respect for their diversity, culture and values.
Flexibility	• The school provides front line services, which recognises the need to respond flexibility to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust policies and procedures.
Customer Service	• The school requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires all staff to offer a professional level of service at all times.

Teaching Assistant Person Specification

Essential upon appointment	Desirable on appointment
Knowledge • Good understanding of child development and learning processes • Understanding of individual children and young people's needs • An understanding that children/young people have differing needs and knowledge of inclusive practise • A good understanding of Primary education in EYFS, Key Stage 1 and Key Stage 2 and its curriculum • Evidence of experience of working with children with Special Educational Needs • Confidence in work with ICT; which will including communicating via online platforms	• Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies and procedures • Knowledge of Health & Safety Legislation • Knowledge and interest in other relevant skills and curriculum areas e.g. art/music/sport/RE/SEND • Knowledge of SEND Code of Practice 2014 • Knowledge of and experience in delivering a synthetic phonics programme
Experience • Experience working with children in an education setting • Experience of teaching small and large groups of children • Experience of inclusive practice	• Experience of delivering evidence-based interventions that accelerate learning • Experience of working with children with additional educational needs • Experience of improving outcomes for pupils through teaching and effective support • Experience of working with children in EYFS and/ or Key Stage 1
Personal Qualities • Dedicated to high standards and expectations • Demonstratable interpersonal skills • Ability to work successfully in a team • Ability to nurture and care • Punctual and hard working • Confidentiality • Creativity • Flexibility • Ambition to develop career	
Occupational Skills • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with staff, children, parents and carers • Positive and decisive behaviour management skills • Good reading, writing and numeracy skills	• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
Qualifications • Relevant Teaching Assistant qualification or equivalent	• Other relevant qualifications • Higher Level qualifications • Appropriate first aid training. • Full and relevant Early Years qualification (at least Level 3) as outlined on the DFE approved list (Early years qualifications list: UK only - GOV.UK)
Other Requirements • Enhanced DBS clearance • To be committed to the schools' policies and ethos • To be committed to Continuing Professional Development • Motivated to work with children • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality and diversity	