Job Description - Level 3 Teaching Assistant

Job title: Level 3 Teaching Assistant

Salary: Scale 3

Contract type: Permanent

Reporting to: Head of Inclusion

Main duties and responsibilities

1. 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. 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. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities.

Specifically

1. Support for Pupils

- To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance
- To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations
  - To focus on individual pupils to ensure their needs are being met within the group
- To work with other staff to develop and implement the IEPs/personalised learning plan for pupils
- To encourage pupils to interact and work co-operatively with others
- To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement
- To promote the inclusion and acceptance of all pupils within the classroom
  - To encourage good personal hygiene and assist with necessary self- help skills (feeding, toileting, dressing, etc.)
- To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person
- Recognise signs of distress and offer reassurance
- Work in partnership with Health and Social Care professionals to support a child with physical and complex health needs. For example, Physiotherapy, Occupational Therapy,

Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), school nursing team etc.

2. Support for Teachers
   - To plan with teachers, the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate
   - Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision
   - To liaise with other professionals to ensure an appropriate learning environment
   - To set out, prepare, use and tidy equipment
   - To promote home school partnerships
   - To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents
   - To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
   - To 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
   - To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required
   - In class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress
   - To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher
   - To provide resourcing and clerical support, e.g. adapt resources according to guidance within a child's statement of special educational needs or as advised by teachers/advisory teachers; produce worksheets for agreed activities, etc.
   - To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support for The Curriculum
   - To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs
   - To set out and prepare equipment indoors and outdoors
   - To implement local and national learning strategies, e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
   - To support the use of ICT in learning activities and develop pupils' competence and independence in its use. To use ICT to support recording and accessibility to learning tasks
   - To help pupils access learning activities through specialist support
   - To determine the need for, prepare and maintain general and specialist equipment and resources

4. Support for The School
   - To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
   - To display pupils, work to reflect their achievement
   - To supervise pupils on outings and visits as required
   - To attend staff meetings as required
   - To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school

- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school
- To support and encourage students on childcare courses, work experience, teaching practice, etc.
- To be a proactive member of the school and class team
- To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils
- To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
    - To undertake planned supervision of pupils' out of school hours learning activities
- To attend relevant courses and learning activities in order to update knowledge as required
- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Signature: **Date:**

Line Manager Signature:

Person Specification – Level 3 Teaching Assistant

Qualifications

- A good level of English and Maths
- A Childcare qualification or NVQ/Teaching Assistant Qualification Level 2 is essential.

Experience/Knowledge

- Proven successful experience of working with children in an educational setting
- Experience of working with children with complex physical needs and/or visual impairment.
- Have an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning
- Knowledge and understanding of the importance of the school's Health and Safety policy
- Understanding of and commitment to work within the scope of the school's equal opportunities policy
- Experience of adapting resources and using ICT to support learning for pupils with complex needs is desirable.

Skills and abilities

- Ability to work as part of a team
- Able to communicate effectively with a range of people
- Excellent listening skills
- Well organised and practical
- Ability to diffuse conflict
- Adaptable and flexible
- Calm under pressure
- Able to form and maintain a range of Teaching and Learning strategies
- Able to form and maintain appropriate professional relationships and boundaries with children and parents
- Able to organise and deliver classroom activities
- Able to implement a range of Teaching and Learning strategies
- Able to deal with sensitive information in a confidential manner

Additional factors

- Have a caring and positive nature
- Prompt and reliable
- Prepared to undergo training appropriate to the post
- Work in line with the school's behaviour policy
- Work within the guidelines of the Safeguarding Children and Young People's policy
- Willingness to attend and participate in meetings to review pupil progress
- Ability to monitor and evaluate pupil performance
- Resourceful and flexible
- Tolerant and resilient
- Effective communicator
- An appreciation of a sense of humour
- Knowledge of legislation and guidance relating to working with and the protection of children
- Commitment to the safeguarding of children