

Job Description



POST:	Level 3 Teaching Assistant
GRADE:	Grade C+
RESPONSIBLE TO:	Head Teacher/Assistant or Deputy Head Teacher/Higher Level Teaching Assistant/ SENCO/Phase leader
RESPONSIBLE FOR:	None
JOB PURPOSE:	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervisor, to implement agreed work programmes with individual groups in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will include assisting the teacher in the whole planning cycle and the management/preparation of resources.</p> <p>Staff may also cover whole classes occasionally during the short-term absence of teachers.</p> <p>To contribute to the overall ethos and aims of the school.</p>
JOB CONTEXT:	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils • With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes • Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals • 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/subject teacher

	<ul style="list-style-type: none"> • Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs • Escort and supervise pupils on educational visits and out of school activities under the supervision of a teacher • Undertake break and lunchtime supervision as required
Communication	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies
Sharing Information	<ul style="list-style-type: none"> • 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 practice • Pay due regard to 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	<ul style="list-style-type: none"> • Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical 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	<ul style="list-style-type: none"> • Assist the 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 IT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Health and Safety	<ul style="list-style-type: none"> • 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
Equalities	<ul style="list-style-type: none"> • 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 respect for their diversity, culture, and values

Customer Service	<ul style="list-style-type: none">• The Trust 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 that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
Date of Issue:	

Person Specification



Essential upon appointment	Desirable on appointment
<p>Knowledge</p> <ul style="list-style-type: none"> • Good understanding of child/ young people's 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 practice 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies & Procedures • Knowledge of Health & Safety legislation
<p>Experience</p> <ul style="list-style-type: none"> • Appropriate experience working with children in an education setting 	<ul style="list-style-type: none"> • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence-based interventions that accelerate learning
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Behaviour management • Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> • Demonstrable IT skills and ability to use them as part of the learning process, or the ability to develop IT skills in a reasonable timeframe
<p>Qualifications</p> <ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent (or suitable experience) 	<ul style="list-style-type: none"> • Appropriate first aid training (Dependent on the school's needs)
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and ability to maintain high expectations of behaviour • An empathy for equality & diversity. 	

