**Job Description**

**Teaching Assistant Level 3**

**Grade** Grade E Point 11-17

**Primary Purpose of role** To provide support for teaching and learning activities.

To provide cover supervision, as required.

**Responsible to** Learning Mentor/ TA Manager

**Principal Responsibilities** Under the guidance of teacher, to provide specialist support for teaching and learning in a specialist area of the curriculum and to take a lead role in addressing the needs of children who require help to overcome barriers to learning. To assist in the planning and delivery of programmes of learning to individual children, small groups and, on occasion, whole classes as required.

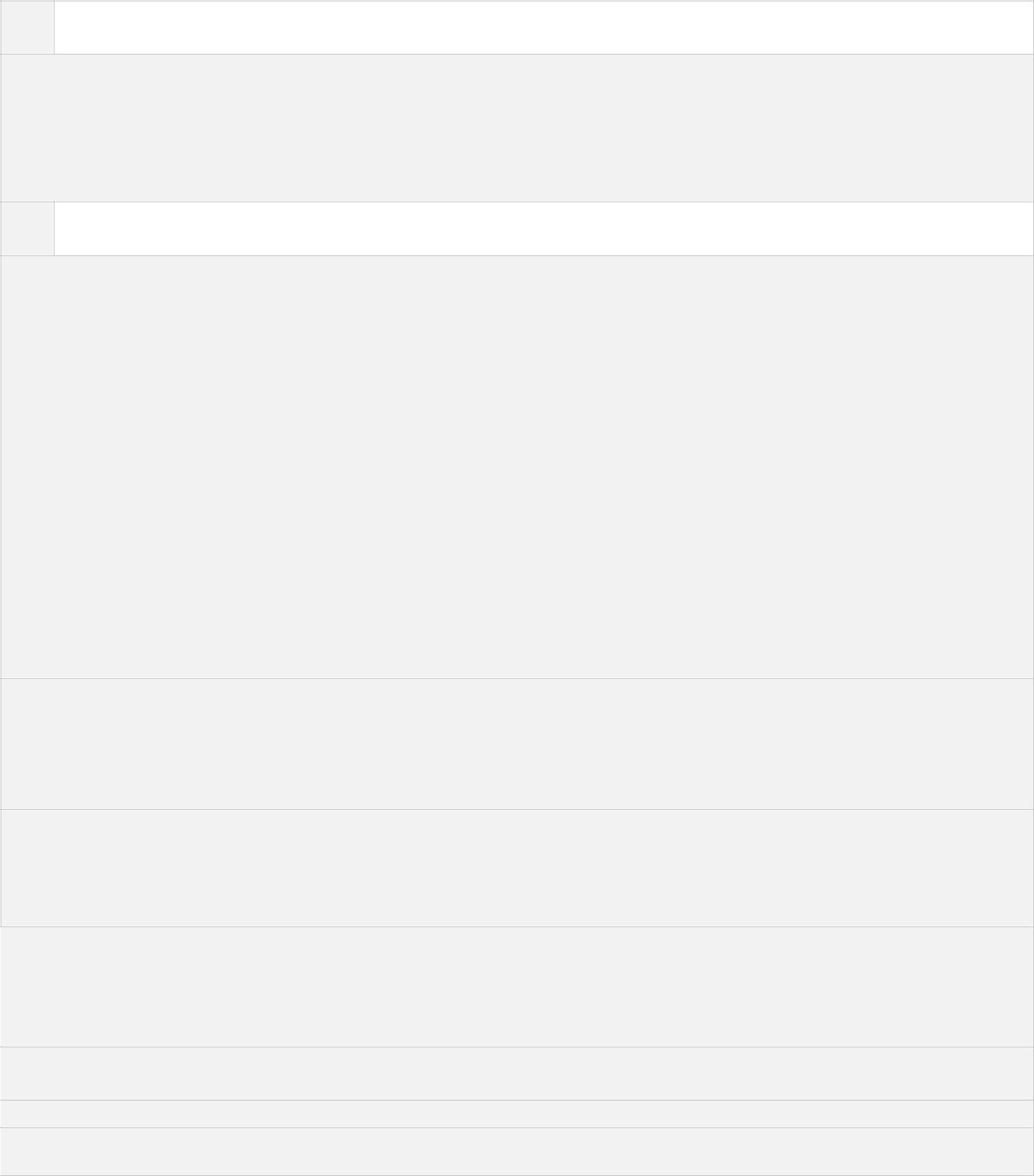
**MAIN DUTIES**

* **Support for the children:**

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. To work closely with the SENCO to develop positive behaviour and support emotional needs
3. Assist with the development and implementation of EHCP plans
4. Establish productive working relationships with pupils, acting as a role model and setting high expectations
5. Promote the inclusion and acceptance of all pupils within the classroom
6. Support pupils consistently whilst recognising and responding to their individual needs
7. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance
9. Provide feedback to pupils in relation to progress and achievement

* **Support for the teacher:**

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. To cover classes where necessary
4. Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
5. 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
6. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
7. Undertake marking of pupils’ work and accurately record achievement/progress
8. 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
9. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
10. Administer and assess routine tests and invigilate exams/tests
11. Provide general clerical/administrative support e.g. produce worksheets for agreed activities etc.



1. **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, KS2, 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

1. **Support for the school** 
   * + Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
     + To share responsibility for the preparation and maintenance of the indoor and outdoor learning environment.
     + Contribute to the overall ethos/work/aims of the School/ Trust.
     + Contribute to the school ethos, aims and development/improvement plans.
     + Appreciate and support the role of other professionals.
     + Attend relevant meetings as required.
     + Participate in training and other learning activities as required.
     + Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
     + Accompany teaching staff and pupils on visits, trips and out of school activities as required.

**Customer Care -** To provide quality services that are what our customers want and need. To give customers theopportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

**Develop oneself and others** - To make every effort to access development opportunities and ensure you spendtime with your manager identifying your development needs through your personal development plan. To be ready to share learning with others and to take part in the school’s system of annual appraisal of performance.

**Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity andrespect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

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.

**Person Specification**

**Teaching Assistant Level 3**

Disabled Candidates are guaranteed an interview if they meet the essential criteria.

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| **STAGE ONE** | | |
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| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |
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| **SKILLS AND COMPETENCY** | | | |  |
|  |  |  | |  |
| 1. | Ability to plan, deliver and evaluate learning activities to ensure effective teaching and learning to children. Ability to give feedback in a constructive manner. | | | Interview/Application form |
| 2. | Ability to observe, monitor and provide constructive feedback on pupils’ progress. | | | Interview/Application form |
| 3.  4. | Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge, and protection, and adjust own behaviour and accordingly.  Ability to praise and encourage children according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. | | | Interview/Application form  Interview/Application form |
| 5. | Ability to build and maintain effective relationships with children, treating them equitably, with respect and consideration. | | | Interview/Application form |
| 6. | Ability to establish effective working relationships with colleagues and other practitioners, working independently and as part of a team. Ability to take an active role in developing own skills and expertise. | | | Interview/Application form |
| 7. | Ability to take responsibility, with minimum supervision, for delivering work programmes over an extended period to individuals, groups, and whole classes of children with a variety of needs. | | | Interview |
| 8. | To be able to demonstrate good ICT skills and awareness of methods of use of ICT in teaching practice, using ICT safely and effectively as a learning resource. Ability to access and use learning programmes and information. | | | Interview/Application form |
| 9. | Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. | | | Interview |
| 10.. | Ability to understand the roles of parents and carers in pupils’ learning and demonstrate ability to liaise with parents and carers sensitively and effectively. | | | Interview |
| 11. | GCSE English and Maths at Level 2 | | | Application form |
| 12. | Level 2 ICT qualification/ willingness to work towards in role. | | | Application form/ interview |
| 13. | QCF Level 3 Supporting Teaching and Learning in Schools or equivalent qualification. | | | Application Form |
| 14. | A commitment to participating in training and development as  Required. | | | Interview |
| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |
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| **CORE ORGANISATIONAL COMPETENCIES** | | | |  |
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|  |  | **Valuing Diversity** | |  |
|  |  | Listen, support the diverse contributions made to the school/setting | |  |
|  |  | without prejudice. Challenge behaviours and processes which do | | Interview/ Application form |
|  |  | not positively advance the diversity agenda whilst being prepared | |  |
|  |  | to accept feedback about own behaviour. Recognise people’s | |  |
|  |  | strengths, aspirations, and abilities and helps to develop their | |  |
|  |  | potential. Understand how Valuing Diversity and inclusion can | |  |
|  |  | improve our ability to deliver better services and reduce | |  |
|  |  | disadvantage. | |  |
|  |  |  | |  |
|  |  | **Caring for Customers** | |  |
|  |  |  |  | Interview |
|  |  | Listen and respond to customer need. Network with others to | |  |
|  |  | develop services for the benefit of the school/setting community. | |  |
|  |  |  |  |  |

**Developing Self and Others**

Interview/Application form

Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.

**Health and Safety**

Interview

Ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.

**Confidentiality**

Interview

Acknowledge the need to always maintain confidentiality and to become aware of the National, Local Authority and School policies on Confidentiality, and the management and sharing of information.

**Energy Efficiency**

Interview

Be aware of the energy efficiency issues in own area of work and throughout the organisation.



Note to Applicants: **Please try to show in your application form how best you meet these requirements.**