**  
Job Description – Teaching Assistant Level 3**

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| **Responsible to:** | Assistant Head for phase |
| **Salary:** | Grade 4 NJC 7-11 £19,554 - £21,166 |
| **Hours:** | 35 hours per week  39 weeks per year  (Term time only+ 5 training days) |
| **Annual Leave:** | School holidays |
| **Based:** | Unity Community Primary, Cheetham |
| **Fixed Term:** | Full time/ permanent |
| **Level of DBS Check:** | Enhanced with check of adults barred list |
| Main Aims of the Post | |
| Under the guidance of a teacher, support teaching and learning within a class. Manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning.  Deliver learning, wellbeing and language programmes and support individual pupils, small groups and whole classes during the short term absence of teachers | |
| Main duties | |
| 1. To work with groups of children under the supervision of the teacher/SENCo including the delivery of programmes of work and implementation of IEPs | |
| 2. Use specialist (curricular learning) skills/training/experience to support pupils. | |
| 3. Establish good relationships with pupils, taking role model by presenting a positive personal image and responding appropriately to individual needs. | |
| 4. Promote the inclusion and acceptance of all pupils. | |
| 5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. | |
| 6. Attend training/CPD to develop knowledge and skills to promote children’s learning and wellbeing. | |
| 7. Give regular feedback on children’s progress to the class teacher and file records. | |
| 8. Provide feedback to pupils and parents in relation to progress and achievement. | |
| 9. Attend to children’s personal needs, including pastoral, social, health, physical, hygiene, and minor first aid and welfare matters. | |
| **Support for Teachers** | |
| 10. Under direction of the teacher prepare the classroom for lessons and clear afterwards as appropriate. | |
| 11. Give regular feedback on children’s progress to the class teacher (and other staff and/or professionals if appropriate) and file records. | |
| 12. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher. | |
| 13. Be responsible for keeping and updating records, information and data producing analysis and reports as required. | |
| 14. 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. | |
| 15. Undertaking marking of pupils work and accurately record achievement/progress. | |
| 16. Administers and asses routine test and invigilate exams and undertake routine marking of pupils work. | |
| 17. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required. | |
| 18. Provide specialist advice and guidance (e.g. Art/Music) as required. | |
| 19. Liaise with parents/cares, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings). | |
| 20. Contribute to the development and implementation of appropriate behaviour management strategies. | |
| 21. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives. | |
| **Support for the Curriculum** | |
| 22. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment. | |
| 23. Contribute to the development of lesson/work plans. | |
| 24. Provide Curriculum/resource support and undertake programmes including those linked to local and national learning strategies. | |
| 25. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. | |
| 26. Assist pupils to access learning activities through specialist support. | |
| 27. Determine the need for, prepare and maintain general and specialist equipment and resources. | |
| **Support for the School** | |
| 28. Ensure strategic processes are complied with in order to overcome barriers to learning including e.g. behaviour management strategies. | |
| 29. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff. | |
| 30. Accompany teachers and pupils on educational visits. | |
| 31. Assist in maintaining high standards of health and safety at all times. | |
| 32. Maintain good relationships with colleagues and work together as a team. | |
| 33. Assist in the supervision of classroom and outdoor activities. | |
| 34. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. | |
| 35. Contribute to the overall ethos/work/aims of the school. | |
| 36. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate. | |
| General Work Related Expectations | |
| 1. To work within the Big Life Company’s Values, Ethos and Vision. | |
| 2. To contribute to the development of TBLC | |
| 3. To work in accordance with all Policies and Procedures of TBLC | |
| 4. To identify and attend training as required | |
| 5. To work in accordance with all relevant legislation | |
| 6. To undergo regular supervision and an annual appraisal | |
| 7. To undertake any other duties as required, appropriate to the post | |

# Person Specification – Teaching Assistant Level 3

The successful candidate must be able to demonstrate that they meet all the following points

**Key - Method of Assessment:** A = Application Form, I = Interview,

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|  | **Method of Assessment** |
| **1. Employment Experience** |  |
| 1.1 Experience of working with children in KS1 and KS2 in schools | A, I |
| 1.2 Experience of working with pupils with additional needs. | A, I |
| 1.2 Ability to relate well to children and adults. | A, I |
| 1.3 Ability to work as part of a team. | A, I |
| **2. Educational Background/Training** |  |
| 2.1 Numeracy/literacy skills (at a level equivalent to GCSE) | A |
| 2.2 NVQ Level 3 for Teaching Assistants or equivalent qualification or experience. | A |
| 2.3 Training in the relevant learning strategies and/or in a particular curriculum or learning area e.g. bilingual. | A, I |
| **3 Knowledge** |  |
| 3.1 An understanding of the role of the Teaching Assistant and other professionals working in the classroom. | A, I |
| 3.2 Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning. | A, I |
| 3.3 Understanding the principles of child development and learning processes. | A |
| 3.4 Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies. | A, I |
| 4 Skills |  |
| 4.1Willingness and ability to undertake HTLA Level responsibilities (refer to HLTA standards) | A, I |
| 4.2 Willingness to participate in training, performance management and self evaluate learning needs and actively seeking learning opportunities. | A |
| 4.3 Ability to use relevant technology e.g. photocopier. | A, I |
| 4.4 Effective use of ICT to support learning. | A, I |
| 4.5 Ability to organise, motivate and lead a team | A |
| 4.6 Ability to self-evaluate learning needs and actively seek learning opportunities. | A |
| 4.7 Willingness to undertake first aid training as appropriate. | A |
| 5 Personal |  |
| 5. Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. | A, I |
| 5.2 Self motivation and personal drive to complete tasks to the required timescales and quality standards. | A, I |
| 5.3 The flexibility to adapt to changing workload demands and new school challenges. | A, I |
| 5.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils. | A |
| 5.5 A commitment to continuous self-development. | A |
| 5.6 A commitment to school improvement | A |
| 5.7 Be willing to consent to and apply for an enhanced DBS check. | A |