

JOB DESCRIPTION



SCHOOL: The Glebe Primary School

POST TITLE: Teaching Assistant Level 3

GRADE: H (14-17)

REPORTS TO: Class Teachers, Team Leaders, Deputy Head and Head Teacher

MAIN PURPOSE: To work under the guidance of teachers and senior staff members 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 and preparation of resources. This may include providing support in addressing the needs of pupils who need particular help in overcoming barriers to learning. 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.

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TASKS:

SUPPORT FOR THE PUPIL:

- Use specialist skills, training and experience to support pupils
- Assist with the development and implementation of Individual Education and Behaviour Plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lesson and work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 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
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records as requested
- Undertake marking of pupils' work and accurately record achievement and progress
- 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
- Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role and responsibility and participate in feedback sessions and meetings with parents, or as directed
- Supervise and assess routine tests and invigilate examinations and tests

- Provide general clerical and administrative support e.g. produce resources for agreed activities, manage the classroom environment and display boards

20.3

SUPPORT FOR THE CURRICULUM:

- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses and needs
- Implement local and national learning strategies e.g. Following the National Curriculum or Early Years Foundation Stage Profile and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of IT 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

SUPPORT FOR THE SCHOOL:

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos and aims of the school
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on out of school activities as required
- Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all times
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

SAFEGUARDING - PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment.

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.

Signed:

Date:



PERSONAL SPECIFICATION

POST TITLE:Teaching Assistant Level 3

GRADE: H (14-17)

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Requirement to complete one-month School based Teaching Assistant Induction • Willingness to participate in relevant training and development opportunities • Minimum Level 3 Teaching Support qualification in a relevant discipline (or equivalent) • Training in Special Educational Needs strategies 	<ul style="list-style-type: none"> • First Aid or Paediatric First Aid training or willingness to undertake • Child Protection training • Training in English and or Maths Curriculum areas • Qualifications at GCSE level or equivalent in Maths and English • Team Teach training or willingness to undertake
EXPERIENCE:	<ul style="list-style-type: none"> • Recent and relevant experience of working with children within an education setting • Understanding of Safeguarding requirements 	<ul style="list-style-type: none"> • Experience of working within a school environment
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> • Knowledge of ways to assist in the implementation of planning and assessment • Experience of the preparation of resources and classroom environments. • Ability to work effectively within a team, understanding classroom roles and responsibilities • Ability to work with children of all abilities and age groups • Ability to adapt own approach in accordance with children's needs and use own initiative • Be able to prepare resources to support learning programmes • Effectively use IT to support learning • Excellent communication skills and be able to work effectively and supportively under the direction of the class teacher. • Behaviour management skills and be able to help children focus on any given task, encouraging children to interact with others and engage in activities. • Ability to support children with SEMH 	<ul style="list-style-type: none"> • Understanding of Assessment • Experience of working with children who have special educational needs • Experience of assisting in the development of classroom environments and displays • Knowledge of Unicef's Right Respecting Schools Programme

	<p>needs, using strategies to reduce frequency of crisis and supporting when this does occur.</p> <ul style="list-style-type: none"> • Be able to maintain confidentiality • To demonstrate a commitment to safeguarding children 	
<p>PERSONAL AND PROFESSIONAL ATTRIBUTES:</p>	<ul style="list-style-type: none"> • A professional, nurturing and resilient approach • Ability to promote a positive ethos • Commitment and dependability within the workplace • The ability to use your own initiative • The willingness to work flexibly and constructively as part of a team • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work • Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues. 	