Job Description

Teaching Assistant – Level 3
Grade 4
Teaching and Learning

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of a teacher, 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 programmes and support individual pupils, small groups and whole classes during the short term absence/release of teachers.

Main Duties and Responsibilities:

1. To work with groups of children under the supervision of the teacher including the implementation, the delivery of programmes of work and implementation of ILPs.

2. Use specialist (curricular learning) skills/training/experience to support pupils.

3. Establish good relationships with pupils, taking on 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. Promote independence and employ strategies to recognise and reward achievement of self reliance.

7. Give regular feedback on children's progress to the class teacher and file records.

8. Provide feedback to pupils in relation to progress and achievement.

9. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.

10. Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.

11. Give regular feedback on children's progress to the class teacher 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. Administer and assess routine tests and invigilate exams.

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/carers, 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.

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.

28. Ensure strategic processes are complied with in order to overcome barriers to learning, including eg 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.

37. To converse at ease and provide advice in accurate spoken English is essential for the post.

38. Teaching Assistants will play a key role in running the Breakfast Club as part of their daily duties.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Notes:

This job description may be amended at any time in consultation with the postholder.
Last review date: October 2018

Next review date: October 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person Specification

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For this job we are looking for:

Experience of working with or caring for children of a relevant age.

Experience of working with pupils with additional needs.

Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2).

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).

Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities.

Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual.

Ability to relate well to children and adults.

Ability to work as part of a team.

An understanding of the role of the Teaching Assistant and other professionals working in the classroom.

Ability to use relevant technology eg photocopier.

Effective use of ICT to support learning.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning.

Understanding the principles of child development and learning processes.

Ability to organise, motivate and lead a team.

Knowledge of strategic processes and barriers to learning, including e.g behaviour management strategies.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Willingness to undertake first aid training as appropriate.

The roleholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.

Personal Style and Behaviour:

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to continuous service improvement.

Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service).