

Role	Grade	Location	Reports to
Teaching Assistant Level 3	Grade 4	MEA Central	SENCo

### **Main purpose of the job:**

Under the guidance of the SENCO and the Teacher, the Teaching Assistant will take responsibility for addressing the needs of students with additional needs for them to be able to access the full curriculum, take part in learning and experience a sense of achievement.

### **Key relationships:**

All members of staff (Teaching, Safeguarding team, Pastoral team, SENCO, SLT), students, governors, and parents.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

### **Main accountabilities:**

- 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.
- Use specialist (curricular learning) skills/training/experience to support pupils.
- Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- 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.
- Give regular feedback on children's progress to the class teacher and file records.
- Provide feedback to pupils in relation to progress and achievement.
- Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters.
- Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.
- Give regular feedback on children's progress to the class teacher and file records.
- Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.
- Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
- 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.
- Undertaking marking of pupils' work and accurately record achievement/progress.
- Administer and assess routine tests and invigilate exams.
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Provide specialist advice and guidance (e.g. Art/Music) as required.
- Liase 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).
- Contribute to the development and implementation of appropriate behaviour management strategies.
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of

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achievement against predetermined learning objectives.

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
- Contribute to the development of lesson/work plans.
- Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
- 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.
- Accompany teachers and pupils on educational visits.
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To converse at ease and provide advice in accurate spoken English is essential for the post.
- 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.
- All elements of Specified Teaching Work undertaken by the post holder will be within the framework of the Trust's Scheme of Supervision in line with the 2012 Regulations. 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. The Principal will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'.

### **All employees in the Trust are expected to:**

- Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement <https://prospere.org.uk/about-us/vision-values>
- Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
- Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
- Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
- Effectively represent the Trust when liaising with contractors and outside agencies/organisations
- Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
- Demonstrate a commitment to continuous professional development and support the Performance Management process
- Attend Trust and school events as required and make a positive contribution during such events

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- Attend regular meetings before and after Trust hours, including morning briefings
- Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

<b>Person Specification</b>	<b>Essential / Desirable</b>	<b>Assessment stage</b>
<b>Qualifications</b>		
NVQ Level 3 for Teaching Assistants or equivalent qualification or experience	Essential	Application Form
Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2)	Essential	Application Form
First aid certification	Desirable	Application Form, Interview
<b>Knowledge and Experience</b>		
Experience of working with or caring for children of a relevant age	Essential	Application, Interview
Experience of working with pupils with additional needs	Desirable	Application, Interview
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	Essential	Application, Interview
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	Essential	Interview
Ability to relate well to children and adults	Essential	Application, Interview
Ability to work as part of a team	Essential	Application, Interview
Understanding the principles of child development and learning processes	Desirable	Interview
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programs/strategic processes and barriers to learning, including behaviour management strategies		
Ability to plan effective actions for pupils at risk of underachieving	Desirable	Interview
Full understanding of the range of support services/providers	Desirable	Application, Interview
Ability to use relevant technology	Desirable	Interview
Demonstrate 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	Essential	Application, Interview
<b>Behaviours and Values</b>		
Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation	Essential	Interview
Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection	Essential	Interview
Demonstrate a commitment to maintaining and developing professional knowledge and skills	Essential	Application, Interview
Tact and diplomacy in interpersonal relationships with all stakeholders	Essential	Interview
To be flexible and able to adapt and prioritise appropriately	Essential	Interview
Effective staff motivation and development, including establishment of a positive performance management culture	Essential	Application, Interview

**Review and Amendment:**

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.