

## **Job Description : Teaching Assistant Level 3**

Post Title: Teaching Assistant Level 3  
Grade : GR 5

### **OVERALL PURPOSE OF THE JOB**

To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricula/resource area.

### **JOB PROFILE**

#### **SUPPORT FOR THE PUPIL**

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Assist with the development and implementation of individualised targets.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Offer 1:1 support for pupils as directed.

#### **SUPPORT FOR THE TEACHER**

- Assist with the display of children's work and preparation of resources.
- Establish and maintain appropriate learning environments under the supervision of teachers.
- Contribute to lesson planning, evaluating and differentiating lessons/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 in agreed format with the teacher, contributing to reviews of systems/records as requested - may be deleted if not appropriate to school need.
- Support routine assessments and accurately record achievement/progress.
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision.

#### **SUPPORT FOR THE CURRICULUM**

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- 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 eg., curriculum/SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources.

## **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).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

**The post holder may reasonably be expected to undertake other duties that may be allocated from time to time commensurate with the level of responsibility.**

## PERSON SPECIFICATION - Teaching Assistant Level 3

**E = ESSENTIAL**

**D = DESIRABLE**

### **SKILLS**

- Ability to work effectively within a team environment, understanding classroom roles and responsibilities **E**
- Ability to build and maintain effective working relationships with all pupils and colleagues. **E**
- Ability to promote a positive ethos and role model positive attributes **E**
- Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate. **E**
- Ability to adapt own approach in accordance with pupil needs **E**
- Excellent personal numeracy and literacy skills **E**

### **KNOWLEDGE & UNDERSTANDING**

- Excellent understanding of EYFS curriculum **E**
- Understanding of principles of child development, learning styles and independent learning. **E**
- Working knowledge of relevant policies/codes of practice/legislation **D**
- Understanding of inclusion, especially within a school setting **E**
- Experience of resources preparation to support learning programmes **E**
- Effective use of ICT to support learning **E**
- Understanding of other basic technology - interactive Whiteboard, computer based assessment and tracking systems, uploading to website etc. **D**

### **QUALIFICATIONS**

- Minimum 2 years' experience of working with children in an educational setting (within specified age range/subject area). **E**
- NVQ III or equivalent in teaching assistance **E**
- Willingness to participate in relevant training and development opportunities **E**
- Training in special educational needs strategies **D**
- Training and ability to deliver focused group interventions. **D**