



KINGFISHER
LEARNINGTRUST
ENDLESS POSSIBILITIES

Kingfisher Special School & Halcyon Way School

Teaching Assistant Level 3 Job Description & Person Specification

Signed by:	
Signature:	
Date:	

Kingfisher Special School & Halcyon Way School
Teaching Assistant Level 3 Job Description

Job Description:	Teaching Assistant Level 3
Responsible to:	Executive Head
Line Manager:	Head of School
Salary:	Grade 4, points 12-17 (£28,598 - £31,022 fte) plus SEN allowance 32.5 hours per week, term time only plus 5 development days
Conditions of Employment:	<p>The appointment is subject to enhanced DBS and medical clearance, as well as references.</p> <p>All Teaching Assistants must be willing to undertake a review of their responsibilities and alter them in accordance with the changing needs of the schools as part of the annual Appraisal process. In exceptional circumstances, a review may take place at any other time.</p>
Purpose of Post:	<p>To work under the guidance of designated teaching/senior staff and 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 knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. 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 engaged in learning activities.</p>

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Main Areas of Responsibility:

Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations
- Supervise, assist and support pupils in respect of Personalised Learning Plans (PLPs) to support learning strategies across the curriculum
- Support and implement pupil's personal programmes, relating to social, health, physical, hygiene and welfare matters
- Implement pupil's communication guidelines and appropriate communication methods in line with the school's Total Communication approach
- Ensuring safety, welfare and personal care are attended to with dignity, empathy and respect
- Administering first aid to pupils in line with school procedures, following appropriate training
- Supporting pupils with eating and drinking, following feeding and swallowing training appropriate to the pupil being supported
- Promoting inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in learning activities
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use
- Contribute to the development and implementation of Personalised Learning Plans, anxiety responses and activity-based risk assessments (including off site activities) in line with health & safety policy
- Promote self-esteem and independence, and employ strategies to recognise and reward achievement of self-reliance
- Promote positive values, attitudes and good pupil behaviour. Anticipate and manage challenging behaviour, conflicts and incidents promptly, whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies, e.g. following the principles of Team Teach
- Provide appropriate feedback to pupils on their progress and achievement and next steps in learning
- Provide support for pupils being reintegrated and/or transition which may include visits to mainstream settings and outreach support, which could include home tuition (with appropriate risk assessment)
- Support and implement pupils' healthcare plans undertaking low level medical procedures. This may include undertaking emergency tracheostomy changes, suctioning, chest physiotherapy, repositioning, monitoring oxygen levels, administering rescue medication, etc. A specific training package, together with regular reviews, will be agreed between school and health care professionals to ensure that staff are competent in undertaking these procedures
- Be an advocate for the pupil and intervening where a risk to the pupil's health is identified, ensuring a high level of safety at all times
- Establish a rapport and respectful and trusting relationship with pupils; able to recognise any changes in the pupil's presentation which may give rise to a health or safeguarding concern

Support for Teachers

- Liaise sensitively and effectively with parents and carers as agreed with the teacher within role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher
- Assist in developing and maintaining a positive link between the school and the pupil's home; this may involve home visits and attendance at multi-agency meetings
- Work with the teacher to plan and implement learning activities, evaluating and adjusting plans according to pupils' learning styles and individual needs, recognising pupils' levels of engagement in learning and/or meeting pre-determined learning objectives, as appropriate
- Undertake routine observations of and accurately record pupils' levels of engagement and outcomes of learning. Keep and update records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary

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Main Areas of Responsibility:

- Create, maintain and develop an appropriate learning environment in liaison with the teacher
- Assist with the display of pupils' work that values and reflects their learning, in line with school policy
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, production of resources for agreed activities etc

Support for the School

- Promote the Trust and School values, ethos and positive relationships with pupils, staff and stakeholders
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support positive outcomes for pupils
- Work in collaboration with colleagues, contributing to the achievement of school objectives
- Lead activities outside the classroom with groups of pupils, e.g. Lunchtime Club or accompany teaching staff and pupils on Educational Visits and out-of-school activities as required and take responsibility for a group under the supervision of a teacher
- Participate in the work of a school development team eg, Aspect, Subject etc
- Act as cover, supervising whole classes occasionally, during short-term, unforeseen absence of teachers

Standard Duties

- Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and promote equal opportunities for all
- Uphold and promote the values and the ethos of the Trust and Schools
- Implement and uphold the policies, procedures and codes of practice of the Trust and Schools, including relating to confidentiality, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection
- Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the schools, e.g. challenging a stranger on the premises
- Participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually reflect on and improve own performance and that of the team/schools
- To attend and participate in relevant meetings as appropriate
- To undertake any other additional duties commensurate with the grade of the post.

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Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	NVQ 3 for Teaching Assistants or equivalent qualification or experience	Paediatric First Aid certificate	A
	Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework		A
	Training in relevant learning strategies		A
Experience	Experience of working with children in an educational setting who have different individual needs, including special educational needs, and learning styles		A / I / R
	Experience of preparing/contributing to resources to support learning programmes		A / I / R
	Experience of effectively using ICT and other technology, and resolving straightforward problems in their operation		A / I
Skills & Abilities	Interpersonal skills to build and maintain effective relationships with all pupils, colleagues and stakeholders		AF / I / R
	Communication skills to liaise sensitively with parents and carers		AF / I / R
	Creative skills to contribute to and adapt learning activities which relate to the appropriate curriculum and individual needs of the pupils		AF / I / R
	Ability to promote a positive ethos and be a good role model		AF / I / R
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and own position within these		AF / I / R
	Continually improve own practice/knowledge through self-reflection and learning from others		AF / I / R

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Person Specification			
	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Knowledge	Knowledge of relevant policies/codes of practice and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare	Knowledge of a Community language, e.g. Signalong, Urdu, Polish	AF / I
	Knowledge of National/Foundation Stage Curriculum and other relevant learning programmes/strategies		AF / I
	Understanding of the principles of child development and learning processes		AF / I
	Understanding of equal opportunities and inclusion and how it applies in a school setting		AF / I
	Understanding of how safeguarding and confidentiality are important when working with children		AF / I
Work Circumstances	To work flexibly as the workload and needs of the pupils demand		I
	To travel and work at other locations/schools as may be required including those across the Trust		I
	Occasional out of hours working to support school functions		I

Abbreviations: AF = Application Form; I = Interview; R = Reference

NB - Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

This person specification lists the requirements that are necessary to do this job and how these will be assessed. In your application, you should state clearly, giving examples wherever possible, how you meet the requirements which are being assessed by this method, as the panel will reach a decision on whether to short-list you or not based on the information you provide.