



MANOR MULTI ACADEMY TRUST
Job Description: Teaching Assistant Level 3
East Park Academy (MMAT)

Duties & Responsibilities of Teaching Assistant Level 3

We expect our Teaching Assistant Level 3 at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; keep their knowledge and skills as a Teaching Assistant Level 3 up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

Core Purpose

The core purpose of a Teaching Assistant Level 3 at a Manor MAT School is to cover in the short term classes under the direct supervision of a phase leader and to support learning in the classroom. It is to work alongside the teacher in the classroom, in support of pupil's learning. It is to make a contribution to the planning of the learning, to help pupils to access the tasks expected of them, to support as appropriate and to help monitor their progress. It is important that teacher and teaching assistant work closely together in order to make the best use of the time available in the classroom. These principles apply whether or not the pupils have Special Educational Needs.

Main Responsibilities

The Headteacher will use his/her professional judgement to determine the precise responsibilities of staff carrying out cover supervision duties. Needs may differ depending on particular classes.

In whatever context, cover supervision is likely to include some core elements:

- Supervising work that has been set in accordance with the school policy.
- Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
- Responding to any questions from pupils about process and procedures.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.

- Collecting any completed work and marking after the lesson and returning it to the appropriate teacher.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Cover supervision will only be used for short-term absences. These might be known in advance (for example, where a teacher has a medical appointment or is undergoing professional development) or unexpected (for example, absence due to illness). Longer term absence – e.g. due to long-term sick or maternity leave will be covered by a teacher.

Supporting the Pupil

- To support children in their learning under the direction of a class teacher to enable pupils to achieve their full potential and targets set for them.
- To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported. Taking into account the learning support involved, to aid children to learn as effectively as possible both in-group situations and individually by:
 - Clarifying and explaining instructions
 - Ensuring the child is able to use equipment and materials provided
 - Motivating and encouraging the child as required
 - Assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation
 - Helping pupils to concentrate on and finish work set
 - Supporting groups/ individuals on achieving key learning objective to promote achievement. (Whether it be more/ least able pupils)
 - Meeting physical needs as required whilst encouraging independence
 - Liaising with class teacher & SENCO about individual education plans (IEPs)
 - Developing appropriate resources to support children
- To establish a supportive relationship with pupils.
- To promote equal opportunities regardless of gender, ethnicity, socio-economic background or special educational need.
- To develop methods of promoting/ reinforcing pupils self-esteem.

Supporting the Teacher

- To assist, with the class teacher (and other professional as appropriate), in the development of a suitable programme to support (IEPs) for the children who need learning support.
- In conjunction with the class teacher and/or other professionals support the recording of children's progress.
- To participate in the evaluation of the support programme.
- To provide regular feedback about the children to the teacher.

Supporting the School

- Where appropriate, to develop a relationship to help develop links between home and school.

- To liaise, advise and consult with other members of the team supporting children when asked to do so.
- To contribute to reviews of children's progress, as appropriate.
- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/teacher/school work and to keep confidences appropriately.
- Any other tasks as directed by the Headteacher, which fall within the purview of the post.

Administrative Duties

- Prepare and present displays of students' work.
- Support class teachers in photocopying and other tasks in order to support teaching.
- Undertake other duties from time to time as the head teacher requires.

General Conditions

This job description is subject to annual review. It may be amended only after full consultation with the Teaching Assistant Level 3 concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

Teaching Assistant Level 3

Headteacher

Person specification

CRITERIA	QUALITIES	ESSENTIAL	DESIREABLE
Qualifications and Training	NVQ Level 3 or equivalent in a related area	✓	
	Excellent Numeracy and Literacy Skills	✓	
	Ability and willingness to participate in training		✓
	First aid training		✓
Knowledge and Experience	Experience of working with relevant age groups within a learning environment, including knowledge of behavioural and learning difficulties	✓	
	Understanding of classroom roles and responsibilities	✓	
	Knowledge of school policies and procedures	✓	
Skills and Abilities	Ability to understand policy, procedures and legislation relevant to the areas of work	✓	
	Ability to encourage pupils to participate in or complete tasks	✓	
	Ability to work as part of a team	✓	
	Ability to resolve problems and understand when referral is required	✓	
	Ability to relate well to children	✓	
	Able to use ICT equipment including, computer, audio, video equipment and photocopier	✓	
	Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality	✓	

	Demonstrable ability to develop and plan activities under the direction of the class teacher		✓
	Experience of using online software to support EYFS observations, e.g. Evidence me, 2 Simple		✓
Personal Characteristics	Displays sensitivity to pupils' needs	✓	
	Ability to provide necessary personal care to children	✓	
	Ability to maintain confidentiality	✓	
Other	To be responsible for promoting and safeguarding the welfare of children and young people	✓	