

JOB DESCRIPTION AND PERSON SPECIFICATION

POST:	Teaching Assistant Level 3
LOCATION:	Prestley Wood Academy
RESPONSIBLE TO:	Senior Leadership Team
SALARY:	Point 7 £26,403 pro-rata (actual Salary £22,000)
HOURS & WEEKS:	32.5 hours a week, term time only plus training days

Job Purpose: Class Team Leader

Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school.

To cover for the teacher in the case of short-term or emergency absence from the class.

Contribute to raising standards of achievement for all pupils.

To supervise and support training for other teaching assistants within the class team and assist the teacher with assigning duties daily.

To supervise other teaching assistants with personal care and pupil well-being using agreed protocols for health and safety and care plans.

To ensure displays and pupil resource boxes are maintained with guidance from the teacher.

To support the teacher with home school communication and liaison with multi-agency professionals.

To support the teacher with clerical and administration to support for pupils linked to assessments and annual reviews.

Principal Accountabilities:

Candidates need to have awareness that interpersonal skills to work with others and represent the school with telephone enquiries will be a part of the personal specification for this role.

1. Support for children

- Under the direction of the class teacher, supervise the class in following a programme of study.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with severe special needs, or where English is not their first language.

- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Provide additional tuition for children who need extra support with ICT.
- Arrange and deliver special classes for pupils to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment.

3. Support for the teacher

- Contribute to reports on pupil progress and development against National Curriculum descriptors and P Scales.
- Contribute to the development of IEPs for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings.
- Contribute to the development of less experienced teaching assistants.
- Act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.
- Make suggestions for school events and take a leading role in organising them as agreed.

Safeguarding our pupils:

All staff work as part of a team. They are required to support the values and ethos of the academy and trust and school priorities as defined in the School Development Plan and priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of Disclosure and Barring Service check (DBS) to be undertaken. Therefore, it is essential in making your application that you disclose any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice. The DBS check will reveal both spent and unspent convictions, cautions and bind-overs as well as pending prosecutions, which aren't 'protected' under the Rehabili-

tation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) and check to establish that a person is not barred from 'regulated' activity as defined by the Safeguarding Vulnerable Groups Act 2006.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

The fact that a pending prosecution, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

In the event of employment being taken up, any failure to disclose relevant convictions will result in dismissal or disciplinary action by the academy.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

The trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Person Specification

- 1. Safeguarding children:** All candidates must satisfy the school that they are suitable to work with children with learning difficulties, special needs and disabilities. We need you to be a person of integrity who will always do the right thing to protect and safeguard children in all circumstances.
- 2. Personal fitness and ability:**
 - a) Work with children with interaction on the floor.
 - b) Support children to get up from floor activities.
 - c) Support children who are unpredictable with personal care and hygiene.
 - d) Personal mental health resistance and patience to support children with medical conditions and behaviour difficulties.
 - e) Personal health and physical skills to support physical intervention with children using techniques from accredited Team Teach training.
- 3. Communication skills:** Good levels of English both written and spoken are essential to meet the needs of children that have communication difficulties. The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.
- 4. Inter-personal skills:** The ability to work effectively in a range of teams is essential so we are searching for a candidate who will be willing to support others to meet team aims. It is also important that staff have flexibility of approach and able to respond calmly in changing circumstances to meet the special needs of children.
- 5. Energy and perseverance:** The post requires a high level of patience, personal energy and a positive attitude. You need to be a person with an optimistic outlook and prepared to accept that setbacks might happen before you reach the goal you or your team have set.
- 6. Qualifications:** GCSE English and mathematics or equivalent are essential criteria set by the Cambridgeshire Local Authority for Teaching Assistant Level 3 posts. In addition we hope candidates will have wider qualifications and either employment or personal experience which will prepare them for a role supporting children.

- 7. Equal opportunities:** The school seeks to offer equal opportunities to all posts.
- 8. Enrichment:** The school is particularly interested in candidates who bring additional qualifications or interests to broaden the curriculum offered to our children e.g. swimming, PE or sports or ICT.
- 9. Professional development:** We expect all staff to take responsibility for their own development and to attend meetings and staff training to develop their expertise and skills or to support their team.

Linking to other staff:

Teaching Assistants: The staffing structure means each class has a Class Leader Teaching Assistant with responsibility for deployment of tasks agreed by the teacher. As a Level 3 Teaching Assistant you will receive ongoing support and mentoring to fulfil your role both formally and informally.

Assistant Heads: Deployment of day to day roles and expectations is managed by the Assistant Heads on a day to day basis. You may receive requests to cover for absent colleagues or to support individual pupils and this is why flexibility is so important to the school. The Assistant Heads will also be responsible for your annual appraisal and performance management.

Head Teacher and Deputy Head Teacher: Although your day to day work will be assigned by your teacher or Specialist Teaching Assistants; both Head Teacher and Deputy will be approachable and available to you for on-going support to work effectively in a special school.