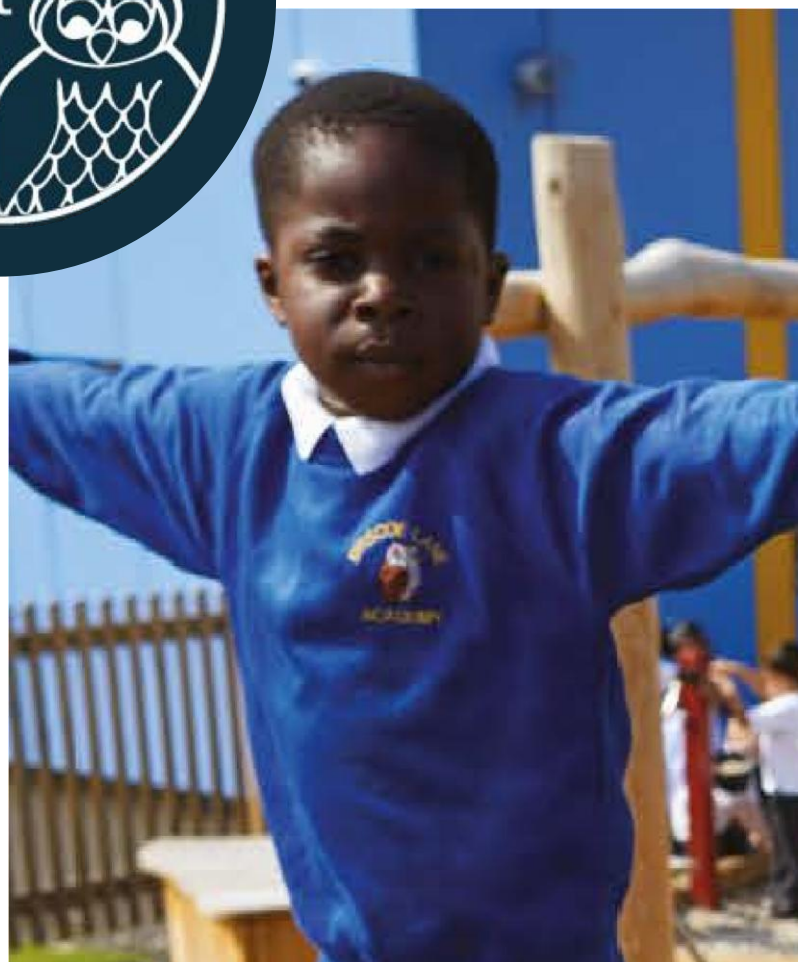




TEACHING ASSISTANT LEVEL 3 JOB DESCRIPTION & PERSON SPECIFICATION



Teaching Assistant Level 3

Grade: 4, spine point 7

Hours of work: 35 hours per (Term Time Only – working 39 weeks per year)

Responsible to: Principal, Senior Leadership Team, Teacher and Senior Teaching Assistant

Job Description

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are Head Teacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

To provide support for pupils with special educational needs and disabilities within a specialist resource provision. The TA3 will take a lead role in delivering tailored learning programmes, supporting complex needs and working collaboratively with the internal team and external professionals.

Main Duties

Support for pupils

1. Provide targeted support for pupils with a range of needs (ASD, Speech and Language)
 2. Assist in implementing Education, Health and Care plans and individual support strategies and support in their review.
 3. Support pupils communication, social interaction, emotional regulation and individual support strategies.
 4. Use structured approaches e.g. visual timetables, sensory strategies etc
 5. To work 1-1 or with small groups of children as required.
- Provide pastoral support to pupils
 - Attend to pupils' personal needs, including minor first aid and provide advice on pastoral, social, health, hygiene development and welfare matters.
 - Participate in the comprehensive assessment of pupils to determine those in need of particular help
 - Establish productive working relationships with pupils, taking on the role of a role model and presenting a positive personal image and responding appropriately to individual needs
 - Challenge and motivate pupils, promote and re-inforce self-esteem
 - Provide feedback in relation to progress, achievement, behaviour and attendance
 - Promote the inclusion and acceptance of all pupils
 - Encourage pupils to interact and work co-operatively with others and engage all pupils in activities





Support for Teachers

1. Assist in the preparation of the learning environments throughout the resource base.
 2. Adapt and design resources to meet individual needs
- Liaise with schools and other relevant bodies to gather pupil information
 - Support pupils' access to learning using appropriate strategies and resources
 - Work with the teacher in planning, evaluating and adjusting learning activities as appropriate
 - Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
 - Assess, record and report pupil progress against EHCP outcomes and targets.
 - Contribute to multi agency meetings as appropriate
 - 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
 - Provide specialist advice and guidance (e.g. pastoral/mentoring) as required
 - Promote a nurturing, structured and inclusive learning environment
 - Support staff in managing challenging situations effectively and consistently
 - Assist in the development and implementation of appropriate behaviour management strategies
 - Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
 - Assist in the development, implementation and monitoring of systems, relating to attendance and integration
 - Provide clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions

Support for the Curriculum

1. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adapting activities and resources to meet individual needs and recording achievement and progress and providing feedback to the wider team.
 2. Support in the delivery of interventions.
 3. Attend and contribute to review /progress meetings
- Be aware of and appreciate a range of activities, courses, organisations, agencies and individuals to provide support for pupils to broaden and enrich their learning





- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the School

- Support, guide and model good practice for TA1/TA2 staff within the provision
- Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. 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
- Supervise pupils on educational visits and out of school activities
- 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 and transitions
- 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
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
- Attend and participate in regular meetings
- Engage in ongoing SEND training and other learning activities as required
- Recognise own strengths and areas of expertise and use of these to advise and support others

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). 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. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

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.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.





Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

This role, may require the post holder to work across or at any of the Academies within the Wise Owl Trust.

Signed **Print Name** **Date**

Person Specification





For this job we are looking for:

- Experience of working with or caring for children of a relevant age
- Experience of working with pupils with additional needs, including complex needs
- Numeracy/literacy skills (at a level equivalent to NQF Level 2)
- NVQ Level 3 for Teaching Assistants or equivalent qualification or experience
- Understanding of EHCP's and intervention strategies
- Ability to relate well to children and adults
- Ability to work as part of a team
- High levels of patience, resilience and emotional intelligence
- An understanding of the role of the Teaching Assistant and other professionals working in the classroom
- Ability to use relevant technology eg photocopier
- Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies
- Understanding the principles of child development and learning processes
- Ability to plan effective actions for pupils at risk of underachieving
- Full understanding of the range of support services/providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Willingness to undertake first aid training as appropriate
- Personal Style and Behaviour
- Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards.
- The flexibility to adapt to changing workload demands and new school challenges.
- Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.
- Personal commitment to continuous self-development.
- A commitment to school improvement.





- Be willing to consent to and apply for an enhanced disclosure to a CRB (Criminal Records Bureau) check.

