

## Teaching Assistant Level 3

### Job Description

**Grade: GRB** - *Subject to Job Evaluation*

#### 1. **Job Purpose**

- 1.1 This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2 To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

#### 2. **Key Responsibilities**

##### **Support for pupils (either individually or in groups)**

- 2.1 Support the activities of individuals or groups
- 2.2 Establish and maintain relationships with individual pupils and groups.
- 2.3 Contribute to individual Education Plans as appropriate.
- 2.4 Support pupils during learning activities.
- 2.5 Promote pupils' social and emotional development.
- 2.6 Contribute to the health and well-being of pupils.
- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9 Support pupils with literacy and numeracy skills
- 2.10 Support pupils to access the curriculum.
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

##### **Support for the teacher(s)**

- 2.12 Observe and report on pupil performance
- 2.13 Contribute to the planning and evaluation of learning activities.
- 2.14 Assist in preparing and maintaining the learning environment.
- 2.15 Contribute to the management of pupils' behaviour.
- 2.16 Contribute to maintaining pupils' records
- 2.17 Support the maintenance of pupils' safety and security.
- 2.18 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or

alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson

- 2.19 Undertake routine marking in line with school policy
- 2.20 Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.21 Undertake joint home visits as appropriate and in line with LEA policy

#### **Support for the school**

- 2.22 Support the development and effectiveness of team work within the school environment
- 2.23 Develop and maintain working relationships with other professionals
- 2.24 Liaise with parents as appropriate
- 2.25 Review and develop own professional practice
- 2.26 Work as required across the curriculum and in all Key Stages within the school in accordance with the job

#### **Support for the curriculum**

- 2.27 Support the use of information and communication technology in the classroom

#### **General**

- 2.28 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.29 To ensure their tasks are carried out with due regard to Health and Safety
- 2.30 To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31 To adhere to the ethos of the school
  - 2.31.1 To promote the agreed vision and aims of the school
  - 2.31.2 To set an example of personal integrity and professionalism
  - 2.31.3 Attendance at appropriate staff meetings and parents evenings
- 2.32 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

### **3. Supervision Received**

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:

~~1. Regularly supervised with work checked by supervisor~~

2. Left to work within establishment guidelines subject to scrutiny by supervisor

3. Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

### Person Specification

#### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b>  NB: Full regard must be paid to overseas qualifications.	NVQ Level 3 for Teaching Assistants or equivalent	AF/C

<p><b>Experience</b></p> <p>Relevant work and other experience</p>	<p>Experience of supporting children in a classroom environment, including those with special educational needs</p> <p>Experience of using Information Technology to support pupils in the classroom</p>	<p>AF/I</p> <p>AF/I</p>
<p><b>Skills &amp; Ability</b></p> <p>e.g. written communication skills, dealing with the public etc.</p>	<p><b>*Delete if not applicable</b></p> <p>*An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b></p> <p>A good standard of education particularly in English and Mathematics</p> <p>Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</p> <p>Knowledge of SEN Code of Practice</p> <p>Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</p> <p>Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher</p> <p>Ability to consistently and effectively implement agreed behaviour management strategies</p>	<p>AF/I/T</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>

	Ability to use language and other communication skills that pupils can understand and relate to	AF/I
	Ability to establish positive relationships with pupils and empathise with their needs	AF/I
	Ability to demonstrate active listening skills	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	AF/I
	Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to offer constructive feedback to pupils to reinforce self-esteem	AF/I

	Ability to work effectively and supportively as a member of the school team	AF/I
	Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	AF/I
<b>Training</b>	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
<b>Other</b>		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery

***All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.***

**As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.**

**People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.**

### Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

***At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.***

***We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.***