



# Job Description

## Teaching Assistant – Level 3

<b>Location:</b>	Brooke School
<b>Grade/Scale:</b>	NJC Grade H, Scale 14-17
<b>Special Conditions:</b>	None
<b>Reporting to:</b>	Head Teacher
<b>Revised Date:</b>	June 2025

<b>Job Summary:</b>
<p>To support the Class Teacher with their responsibility for the development and education of children by providing care and supervision to young people with special educational needs, by utilising a good standard of practical knowledge and skills. To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. To support access to learning by undertaking a range of practical duties within the classroom, including physical care of pupils as appropriate. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management / preparation of resources.</p>

<b>Main Duties &amp; Responsibilities:</b>
<p>A Teaching Assistant will be expected to be able to undertake any of the following duties as directed by the Class Teacher and/or the Senior Leadership Team:</p> <p><b>Curriculum Support</b></p> <ul style="list-style-type: none"> <li>• Assist in lessons and interact with the teacher and pupils as required</li> <li>• Apply considerable depth of knowledge and understanding of a relevant area of the curriculum, age range or SEN in supporting pupils.</li> <li>• Work within the broad framework provided by the teacher, take responsibility for collecting/making appropriate resources and differentiating learning activities for a group of pupils e.g. leading a group during literacy/numeracy lesson and evaluating and modifying teaching approaches to meet the needs of the whole group.</li> <li>• Deliver modules to individuals/small groups</li> <li>• Lead in specialist areas for which you hold relevant/additional experience or qualifications.</li> <li>• Work with and support subject leaders</li> <li>• Use specialist skills to facilitate access to the curriculum</li> <li>• Apply assessment strategies in accordance with appropriate Assessment Framework and pass information onto teachers</li> <li>• Provide continuity of learning to pupils in teachers absence</li> <li>• Monitor individual or group achievement of EHCP targets, record and provide feedback to teachers</li> <li>• Provide feedback to teachers about learning activities and the support provided</li> <li>• Carry out pupil observations and work with teaching staff to identify appropriate intervention strategies</li> <li>• Offer suggestions for adaptations to learning styles to meet the needs of pupils</li> <li>• Support internal moderation of pupils' work</li> <li>• Have a thorough knowledge of and ability to implement school systems independently</li> <li>• Provide support to new staff in the class team</li> </ul>

## Main Duties & Responsibilities:

### Pupil Support

- Support individuals or groups of pupils during independent/group work by explaining tasks, reinforcing key objectives, using practical apparatus.
- Assist pupils in the development of communication skills and role play activity
- Support pupils in accessing the curriculum through interaction using appropriate language and other forms of communication
- Have the specialist knowledge, experience and ability to identify and use the most appropriate strategy in a range of contexts with children with a broad spectrum of needs, age and abilities.
- Accompany and if trained, take responsibility for small groups of pupils on short trips off the school premises, in accordance with an appropriate risk assessment and Educational Visits Coordinator guidance.
- Engage pupils in their own learning by ensuring that they understand their EHC targets. Be involved in the monitoring and reviewing of achievements towards these targets.
- Assist with the supervision of pupils, e.g. as they arrive/leave the class, at breaktime and when required at lunchtime.
- Assist in the personal, social and emotional development of pupils and in the development of self-esteem.
- Encourage and reinforce positive interactions between pupils.
- Be familiar with and follow the school Relationship policy.
- Be trained in Dynamis and follow its practice.
- Be extensively involved in the pastoral support of pupils both on and off the school premises.
- Monitor and provide for the general care, safety and welfare of pupils (excluding duties if designated first aid officer)
- Provide personal care for pupils when required. This will be alongside a Care Enabler or another Teaching Assistant.

### Teacher Support

- Have the knowledge and understanding to organise classroom environments and resources with limited teacher direction, e.g. take responsibility for designing/making resources to support targets identified for pupils.
- Contribute to the assessment of pupils by teachers through observation, recording and reporting.
- Take responsibility for organising/administering an area within the school.
- Be willing to take responsibility for leading and managing lunchtime clubs.
- Be actively involved in the whole school planning and reviewing process.

### School Support

- Be expected to work in a variety of school settings with pupils with a broad spectrum of needs and at different key stages.
- Have supporting responsibility in promoting a specialist area throughout the school by working with and alongside class teams (Teachers & TAs).
- Model good practice, e.g. leading a communication group, eventually transferring responsibility to other staff.
- Taking a lead in promoting schemes that have been introduced by teaching staff, e.g. a TA giving advice/support to families using Makaton or PECS.
- Respond to parents/carers sensitively showing awareness of specialist issues.
- Be actively involved in contributing to whole school curriculum policy development.
- Attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours but not beyond the total working week.
- Participation in induction training for teaching assistants.
- Attend and make use of professional development opportunities.
- Engage with performance appraisal process.
- Be available for work for 195 days a year (pro-rata if working less than a 5-day week) including attendance at in-service training and on training days.
- Undertake other duties that can reasonably be expected of and are relevant to the level and nature of the post.

## Additional Duties:

The post holder will:

- Contribute to and uphold the overall ethos/work/aims of the Trust.
- Act with professionalism, integrity and with due regard to matters of a confidential nature at all times.
- Promote and adhere to high standards of behaviour and performance in line with the staff code of conduct, Nolan Principles and other relevant policies and professional standards.
- Establish constructive relationships and communicate professionally and effectively with senior leaders, colleagues, the Trust/school community, and other agencies/professionals.
- Participate in training and other learning activities and performance appraisal/development as required.
- Recognise their own strengths and areas of expertise and use these to advise and support others.
- Undertake duties in line with the Trust's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for themselves and any employees for whom they are responsible, in line with this policy, the Equality Standard and obligations under the Race Relations (Amendment) Act 2000.
- Carry out their responsibilities with due regard to Trust policies and arrangements relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection and should report any concerns to an appropriate person.

Note: This job description may be modified by the Trust to reflect or anticipate changes in the job, commensurate with the salary and job title.