



We are His body, living and learning as one.

Job Description – Teaching Assistant Level 3

Teaching & Learning

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 the Headteacher, teaching staff, other support staff and students.

Main purpose of the post

Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning.

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers).

Main duties and responsibilities

Support for students

To work with groups of students under the supervision of the teacher including the delivery of programmes of work and the implementation of ILPs

Use specialist (curricular learning) skills/training/experience to support students

Establish good relationships with students taking on role model by presenting a positive personal image and responding appropriately to individual needs

Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of students who require help to overcome barriers to learning.

Deliver learning programmes and support individual students, small groups (and whole classes during the short-term absence of teachers).

Promote the inclusion and acceptance of all students.

Encourage students to interact and work co-operatively with others and engage all students in activities.

Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Provide feedback to students in relation to progress and achievement.

Attend to student's personal needs, including minor first aid and provide advice to assist in the pastoral, social health, physical hygiene development and welfare matters.

Support for teachers

Under the direction of the teacher, prepare classroom for lessons, including display work and clear afterwards as appropriate.

Give regular feedback on student's progress to the class teacher and file records

Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher

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 student achievement, progress and other matters, ensuring the availability of appropriate evidence

Undertaking marking of students' work and accurately record achievement/progress

Administer and assess routine tests and invigilate exams

Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of students (this includes attendance at parents meetings)

Contribute to the development and implementation of appropriate behaviour management strategies

Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

Support for the curriculum

Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, including assessment

Contribute to the development of lesson/work plans

Provide curriculum / resource support and undertake programmes including those linked to local and national learning strategies

Support the use of ICT in learning activities and develop students' competence and independence in its use

Assist students to access learning activities through specialist support

Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

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

Accompany teachers and students on educational visits

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

Be aware of, support difference, and ensure all students have equal access to opportunities to learn and develop

Contribute to the overall ethos, work and aims of the school and Trust

To safeguard and promote the welfare of students

To attend training and administer basic first aid as and when required.

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post

All duties and responsibilities must be carried out with due regard to the Wythenshawe Catholic Academy Trust's existing policies, such as child protection, health and safety, equality and data protection

All elements of Specified Teaching Work undertaken by the post holder 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 HLTAs, 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.

Where the post holder 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 unachievable, job redesign will be fully considered



Person Specification

Teaching Assistant Level 3 – Teaching and Learning

CRITERIA	ESSENTIAL OR DESIRABLE	HOW / WHEN MEASURED *A/I/R/SP
Experience		
Experience of working with or caring for children of a relevant age.	E	A/I/R
Experience of working with students with additional needs.	D	A/I/R
Qualifications		
Level 3 Certificate or Award in Supporting Teaching & Learning in Schools or equivalent and ability to undertake HLTA Level responsibilities (refer to HLTA standards).	E	A/I/R
If the position is based in EYFS candidates must have one of the qualifications listed at	E	A/I/R
https://www.gov.uk/guidance/check-an-early-years-qualification AND https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england OR here	E	A/I/R
https://www.enic.org.uk/individuals/early-years/international for those who qualified outside of the UK.	E	
Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities.	E	
Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual.	E	
Knowledge/Skills/Abilities		
Ability to relate well to children and adults.	E	A/I/R
Ability to work as part of a team.	E	A/I/R
An understanding of the role of the Teaching Assistant and other professionals working in the classroom.	E	A/I/R
Ability to use relevant technology e.g. photocopier	E	A/I/R
Effective use of ICT to support learning.	E	A/I/R
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes / strategic processes and barriers to learning.	E	
Understanding the principles of child development and learning processes	E	A/I/R
Ability to organise, motivate and lead a team.		
Knowledge of strategic processes and barriers to learning, including e.g behaviour management strategies.	E	A/I/R
Ability to self-evaluate learning needs and actively seek learning opportunities.	E	A/I/R
Willingness to undertake first aid training and administer first aid as appropriate.	E	A/I/R

Personal styles/Behaviour

Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.	E	A/I/R
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	E	A/I/R
The flexibility to adapt to changing workload demands and new school challenges.	E	A/I/R A/I/R
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students.	E	
Personal commitment to continuous self-development.	E	A/I/R
Personal commitment to continuous school improvement.	E	A/I/R
Personal commitment to the school's professional standards.	E	A/I/R
Demonstrate awareness and commitment to upholding all Trust policies.	E	A/I/R
Willingness to consent to and apply for an enhanced disclosure and barring list check.	E	A/I/R
To maintain confidentiality relating to the staff and students of the school at all times.	E	A/I/R
To uphold all aspects of safeguarding	E	A/I/R
To contribute to the Catholic ethos of the school	E	A/I/R

***Application/Interview/References/Selection Process:** The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**