

**Job Title:** Teaching Assistant Level 3

**Department/Section:**

**Responsible for which other posts:** n/a

**Responsible to:** Primary:Principal/LT Lead  
Secondary: SENCO /Team Leader SEN

## **Core Purpose**

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To work under the direction and guidance of teaching/senior staff and within an agreed system of supervision. To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task assisting with relevant questioning and ensuring set activities completed in given timescales.

## **Main Responsibilities**

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## **Support for Teachers**

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### **Actions**

- Work with the teacher to maintain an appropriate learning environment
- Work with the teacher in routine lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- 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.
- Be responsible for keeping and updating routine records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general and routine clerical/administration support e.g. photocopying, typing, filing, collecting money, administer coursework, produce worksheets for agreed activities etc.

## Support for the Curriculum

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### Actions

- Implement agreed learning activities/teaching programmes, making appropriate adjustments according to pupil responses/needs.
- Implement local and national learning strategies e.g. English, Maths, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support
- Prepare and maintain general and specialist equipment and resources in line with agreed plans and strategies.

## Support for Pupils

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- Support identified pupils with specific needs on a 1:1 basis, as directed by the Principal
- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs.
- To contribute and adhere to risk assessments, care plans, and health and safety policies.
- To adhere to and actively promote the "Don't Walk on by" philosophy.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Maybe responsible for medication, dressing, bathing, personal/intimate support (not an exhaustive list) on a daily basis for student/s with medical needs – full training will be provided
- Help to transfer student/s from manual to electric wheelchair/chair/hoist/rise and fall bed as necessary so that they can use aids to move around school

## Support for the Academy

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### Actions

- Adhere to the Staff Code of Conduct and actively promote the Catholic ethos of the Academy and Company.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 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 academy and the MAC/Main Improvement Priorities.
- To act as a qualified person for the administration of First Aid within the Academy (primary sector only)
- Be flexible with working patterns of the day to support the needs of pupil's, as directed by the Principal.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at pupil's lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

## General (all posts)

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### Safeguarding

**In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated. These will include:-**

- **Motivation to work with children and young people**
- **Ability to form and maintain appropriate relationships and personal boundaries with children and young people**
- **Adopt and promote "Don't Walk On By" policy and comply with all safeguarding requirements**
- **Emotional resilience in working with challenging behaviours and**
- **Attitudes to use of authority and maintaining discipline.**
- **This post requires the post holder to undertake an Enhanced DBS check.**

### Other Duties

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post.

This job description may be reviewed and amended at any time, following consultation.

Signature of post holder	
Date	

## Person Specification

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Key Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Completion of DfES Teacher Assistant Induction Programme</li> <li>• NVQ3 for Teaching Assistants or equivalent qualification/ experience.</li> <li>• Training in the relevant strategies eg. Literacy and/or in particular curriculum or learning area eg. Bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate knowledge of first aid/training as appropriate.</li> </ul>
<b>Experience and Skills</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age.</li> </ul>	<ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Working Knowledge of national/foundation stage curriculum and other basic learning programmes/ strategies.</li> <li>• Working Knowledge of national/ foundation stage curriculum and other basic learning programmes/ strategies.</li> <li>• Understanding of principles of child development and learning processes.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> </ul>
<b>Other attributes</b>	<ul style="list-style-type: none"> <li>• Respect and promote the Catholic ethos of the Academy.</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Post holders will be required to demonstrate the behaviours and attributes that support MAC's core values</li> </ul>	

Signed	
Date	

<b>Administration use only</b>	
Job Ref	
Academy Committee Approval	
Last Updated	

<b>COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE</b>	
<b>Post Reference: PS004</b>	<b>Post Title: Teaching Assistant Level 3</b>
<b>Commitment &amp; Motivation</b>	
<ul style="list-style-type: none"> <li>• Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility</li> <li>• Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives</li> <li>• Engages in every learning opportunity and reflects on and develops own practice</li> <li>• Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others</li> <li>• Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions</li> <li>• Monitors own performance against high standards</li> <li>• Actively seeks feedback, to inform self-development plans</li> </ul>	
<b>Problem Solving &amp; Decision Making</b>	
<ul style="list-style-type: none"> <li>• Shows openness to new ideas and makes timely, confident decisions on a day to day basis</li> <li>• Takes ownership and makes decisions that are achievable based on the appropriate information</li> <li>• Uses initiative to make decisions without formal guidelines</li> <li>• Gathers all relevant information to make informed decisions</li> <li>• Analyses statistical information based on issues / trends to support decision making</li> <li>• Takes ownership of problems and trials new approaches to reach a successful resolution</li> </ul>	

### Planning & Organisation

- Plans, prioritises, implements, managing own workload with guidance using available resources
- Identifies achievement and supports next steps planning
- Identifies barriers to learning and provides appropriate solutions
- Contributes to development plans and considers resource allocation
- Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives
- Provides written feedback and evaluation of progress against objectives
- Selects and prepares appropriate activities and resources

### Implementing Change

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

### Managing Objectives

- Reflects and evaluates own practice to recognise own strengths and weaknesses
- Manages time effectively, setting and fulfilling short term individual and operational goals
- Recognises under performance and identifies a range of solutions to enable the achievement of goals
- Recognises effective performance and individual improvement
- Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups
- Identifies priorities, using effective delegation to ensure deadlines are met
- Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices
- Articulates values through expectations of staff and pupils
- Keeps up to date with trends and developments.

### Raising Standards

- Recognise when results are not being achieved to the required level and take appropriate action
- Consider, in conjunction with wider team alternative ways of working
- Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery
- Gathers and analyses data to inform planning
- Takes ownership of problems in their own area of responsibility
- Monitor pupils responses to learning activities and record appropriate attainment accurately as directed.
- Set and support achievement of challenging & measurable targets and monitors quality
- Check own and team performance against outcomes, make improvement suggestions or take corrective action

### Customer Focus

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs

- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / learning environment

#### Communication

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

#### Impact & Influence

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

#### Team Working

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Assist and Support junior colleagues and volunteers
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

#### Qualifications & Skills

- NVQ Level 3

