



MANOR MULTI ACADEMY TRUST
Job Description: Teaching Assistant Level 3 SEND
East Park Academy (MMAT)



Duties & Responsibilities of Teaching Assistant Level 3 SEND

We expect our Teaching Assistant Level 3 SEND at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; keep their knowledge and skills as a Teaching Assistant Level 3 SEND up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

Core Purpose

The core purpose of a Teaching Assistant Level 3 SEND at a Manor MAT School is to work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning.

Key Objectives

- During the short term absence of the class teacher a Level 3 teaching assistant may be required to supervise the whole class and deliver pre prepared activities.
- To provide general support to the class teacher in the management and organisation of the pupil and the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Main Responsibilities

- Being a member of the school's nurture facility
- Work under supervision of qualified educational staff enabling access to learning with small groups of pupils or individual children. This will include children with special needs.
- Develop and contribute to standard and pre-approved learning plans for individuals and groups of children.
- To be able to plan and deliver appropriate interventions.
- Assist with supervision and social needs of children at playtimes/ lunchtimes and on school visits where necessary.
- To undertake such duties which may be reasonably regarded as within the nature of the duties/responsibilities for the grade of the post.
- Applicants should be able to demonstrate high levels of initiative, be able to display sensitivity to children's needs and to be able to stay calm under pressure.

- Good communication skills that will encourage and foster positive relationships with parents, children, agencies and with staff across the school.
- Experience of a nurture setting is desirable but not essential.

Support for the Teacher

- Being a member of the school's nurture facility.
- Work under supervision of qualified educational staff enabling access to learning with small groups of pupils or individual children. This will include children with special needs.
- Develop and contribute to standard and pre-approved learning plans for individuals and groups of children.
- To be able to plan and deliver appropriate interventions.
- Assist with supervision and social needs of children at playtimes/ lunchtimes and on school visits where necessary.
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- Experience of a nurture setting is desirable but not essential.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, making appropriate adjustments according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, 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

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs.
- 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 co-operatively 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.

Support for the School

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs.
- 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 co-operatively 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.

General Conditions

This job description is subject to annual review. It may be amended only after full consultation with the Teaching Assistant Level 3 SEND concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

Teaching Assistant Level 3 SEND

Headteacher

Person specification

CRITERIA	QUALITIES	ESSENTIAL	DESIREABLE
Qualifications and Training	NVQ Level 3 or equivalent in a related area	✓	
	Excellent Numeracy and Literacy Skills	✓	
	Experience in SEND role	✓	
	Ability and willingness to participate in training		✓
	First Aid		✓
Knowledge and Experience	Experience of working with relevant age groups within a learning environment, including knowledge of behavioural and learning difficulties.	✓	
	Experience of completing Early years observations.		✓
	Understanding of Classroom roles and responsibilities.	✓	
	Knowledge of school policies and procedures.	✓	
Skills and Abilities	Ability to understand policy, procedures and legislation relevant to the areas of work.	✓	
	Ability to encourage pupils to participate in or complete tasks.	✓	
	Ability to work as part of a team.	✓	
	Ability to resolve problems understanding when referral is required.	✓	
	Ability to relate well to children.	✓	
	Able to use ICT including computer, audio, video equipment and photocopier.	✓	

	Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality.	✓	
	Demonstrable ability to develop and plan activities under the direction of the class teacher.		✓
	Experience of using online software to support EYFS observations, e.g. Evidence me, 2 Simple.		✓
Personal Characteristics	Displays sensitivity to pupils needs.	✓	
	Ability to provide necessary personal care to children.	✓	
	Ability to maintain confidentiality.	✓	
Other	To be responsible for promoting and safeguarding the welfare of children and young people.	✓	