



Job Description

Job Profile

Title: Teaching Assistant (Level 3)

School: Condover Church of England Primary School

Working Hours: 32.5 per week

Salary: Grade 6, SCP 8-11

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check. All support staff posts are subject to the Asylum and Immigration requirements.

Job Purpose

The Teaching Assistant (Level 3) will work in partnership with teachers to:

- Support access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- Support for individual Education Health Care Plans (EHCP's), which could include those requiring detailed and specialist knowledge in particular areas and those who need particular help to overcome barriers to learning.
- Plan, deliver, and evaluate learning activities for individuals and groups of pupils.
- Occasionally supervise whole classes during the short-term absence of teachers.

Key Duties & Responsibilities

Teaching & Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils.
- Adapt and modify learning activities in responses to pupil progress, behaviour, and engagement.
- Provide detailed feedback to teachers on pupil progress, barriers to learning, and next steps.
- Support pupils' emotional wellbeing, behaviour regulation, and engagement using agreed strategies.
- Promote, support, and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- Support pupils with complex special educational needs and/or disabilities (SEND), including emotional, behavioural, and communication needs, using agreed strategies and intervention programmes.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among pupils. Managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and pass observations on to the class teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Undertake any other relevant duties given by the class teacher.
- Plan and deliver learning activities for individuals and groups under the guidance of the teacher, including intervention programmes and catch-up support.



Planning

- Contribute to the planning, delivery, and evaluation of learning activities.
- Support the assessment of pupils by observing, recording, and reporting progress.
- Maintain accurate records of pupil achievement, behaviour, and engagement.
- Contribute to Individual Education Plans, EHCP reviews, and behaviour support plans as directed by the teacher or SENDCo.

Working with Staff, Parents/Carers, and Relevant Professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Professional Development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Additional Responsibilities

- Be aware of and comply with all school policies and procedures.
- Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures.
- Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures.
- Be aware of and support differences and ensure equal opportunities for all.
- Contribute to the overall ethos, work, and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

The role holder must demonstrate a flexible approach to the delivery of the role. This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. The post-holder may be required to carry out other duties appropriate to the level of the role, as directed by the Headteacher.



Safeguarding Children and Safer Recruitment

It is essential to have due regard for safeguarding and promoting the welfare of children and young people and follow all associated child protection and safeguarding policies as adopted by the Trust.

To ensure:

- Policies are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated safeguarding leads and other staff to discharge their responsibilities, including taking part in inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about unsafe practice regarding children and such concerns about unsafe practice regarding children and such concerns are addressed sensitively and effectively in a timely manner.

This post is exempt from the Rehabilitation of Offenders Act 1974. Applicants must declare all convictions, cautions, reprimands, and final warnings, unless they are protected under the DBS filtering rules. If you are barred from working with children, you will be committing a criminal offence by applying for this post.



Person Specification

Qualifications and Experience	Essential	Desirable
Teaching Assistant NVQ Level 3 or similar (including NNEB or a certificate in Literacy & Numeracy for Support Assistants	✓	
GCSE or equivalent level, including at least a Grade C in English and Maths.	✓	
Experience and knowledge of working within Primary education.	✓	
Experience of classroom administration support.	✓	
Training in relevant learning strategies (e.g. literacy)		✓
Good understanding of child development and learning processes.	✓	
First Aid Qualification		✓
Skills and Knowledge		
High standard of maths and literacy skills with a secure understanding of English grammar.	✓	
An understanding of using assessment for learning to enable pupils to make progress.		✓
Ability to plan and organise effectively.	✓	
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND Code of Practice.	✓	
Good communication skills. Ability to inspire, motivate, and foster excellent relationships, working in partnership with staff, parents, governors, and our wider community.	✓	
Good interpersonal skills and the ability to work as part of a hard-working, enthusiastic, and committed team.	✓	
Able to use ICT effectively to support learning.	✓	
Safeguarding and Promoting the Welfare of Students		
Appropriate motivation to work with children and young people.	✓	
Ability to maintain appropriate relationships and personal boundaries with children and young people.	✓	
Comply with the Trust's commitment to the protection and safeguarding of children.	✓	
Personal Qualities		
Enthusiastic and highly organised about all aspects of classroom operation.	✓	
Have high expectations of both pupils and of yourself.	✓	
Self-motivated and show creativity when adapting learning to meet the needs of small groups of children.	✓	
A belief in inclusion, diversity, and the right of each child to be successful whatever their needs, abilities, and background.	✓	
Be committed to your own professional development and keen to make a significant contribution to the life of our school.	✓	
Support an interest in the ethos, mission, and values of the Trust and demonstrate this in all work activities.	✓	