



Job Description Level 3 Teaching Assistant

Name:	
Salary Range:	Actual Salary for 39 weeks £20,198 - £21,1698
Responsibilities	SENDCo and Headteacher and learning across the school
Location:	Mill House School
DBS Check:	Enhanced
Hours:	Term Time only – 39 weeks / 8:30am – 3:30pm
Post Title:	Teaching Assistant Level 3
General	- To support and assist teachers as part of a professional team contributing to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and/or senior colleagues, in line with the school's policies and procedures. - To provide support for pupils, teachers and the whole school as outlined below.
Main Duties: Support for the Teacher	- Plan, prepare, evaluate and modify lessons and work plans to support individual pupil needs and in line with EHCP expectations. - Assist in the preparation, implementation and review of support plans and including coordinating relevant information. - Assist in the implementation and review of programmes designed by other professionals such as educational psychologists, speech and language therapists and occupational therapists. - Assist teaching staff in the monitoring, recording and evaluation of pupils' progress, including providing feedback on observations undertaken. - Mark, monitor, evaluate and assess pupils' work and responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. - Make use of the 'Assess, Plan Do Review' cycle as daily practice. - Support teachers by setting up lessons and organising resources. - Provide objective and accurate feedback in verbal and written reports to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. - Prepare resources and materials to support learning, displays and symbols, to create a stimulating learning space and total communication environment - Providing support to teachers in developing effective approaches to manage behaviour in line with the school's behaviour policy. - Assist in compiling and maintaining pupils' records. - Attend staff meetings, weekly CPD, parental consultations and other school events as required - Plan and deliver intervention lessons including daily phonics.

Support for the Pupil	• Assist pupils with integration into daily routines of school life • Work with pupils on individual targets set by a member of the teaching staff. • Support pupils to access the curriculum either on an individual basis or as a member of a small group. • Assist in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community. • Apply considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEND Code of Practice or the particular needs of the school pupils.
Support for the School	• Participate in meetings to review pupil progress and report to the meeting as required. • Support the senior leadership team in deployment and/or mentoring of TA trainee level and TA levels 1 and 2 • Contribute to the whole school's self-evaluation process.
General Requirements	• Attend and participate in training and development activities as required. • Participate in schemes of assessment, professional development and review. • Assist teaching staff or senior colleagues in escorting pupils to their transport home as and when required, as directed by the teaching staff. • Attend meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies as required. • Be an effective role model for the standards of behaviour expected of pupils. • Have due regard to confidentiality, health and safety, other statutory requirements and the policies of the School and the local education authority. • Maintain a positive approach and attitude to the school and learning. • Keep up-to-date with, and implementing, school, LA and national safeguarding guidelines and guidance • Follow the school's child protection policies to ensure the safeguarding and wellbeing of pupils
Professional Values and Practices	• Have high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement. • Treat pupils consistently with respect and consideration In line with the school's policy and procedures, use behaviour management strategies which contribute to a purposeful learning environment. • Work collaboratively with colleagues as part of a professional team; and carry out roles effectively, knowing when to seek help and advice from colleagues. • Reflect upon and seek to improve personal practice. • Work within school policies and procedures and maintain awareness of legislation relevant to this role. • Recognise equal opportunities issues as they arise in the school and respond effectively, following school policies and procedures. • Build and maintain successful relationships with pupils, parents/carers and staff.

Specific Duties	• Organise and supervise activities as required within directed hours – during pupil lunch period or at the beginning and end of the teaching day. • Comply with the School's policies and procedure. • Comply with health and safety policies and systems, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect yourself and others. • These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Headteacher may determine from time to time.
This job description will be reviewed annually or earlier if required. The post-holder must act in compliance with data protection principles in respecting the privacy of personal information held by the School. The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of School records and information. The post holder must carry out their duties with full regard to the School's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other School Policies. The postholder must comply with the School's Health and Safety rules and regulations and with Health and Safety legislation. Head of School: Date: Post holder: Date	

Person Specification

	Criteria	Method of Assessment
Qualifications / Vocational Training / Competences	• Educated to Level 2 (or equivalent) including: - Maths GCSE – grade C or above English GCSE – grade C or above • L3 Teaching Assistant qualification • SEND accreditation in learning difficulties e.g. Autistic Spectrum • Other qualifications e.g. Counselling/ Social Skills/ Solution Circles/ Person Centered Planning/ Circle of Friends	Application Form
Experience	• Worked as a Teaching Assistant/Learning Support Assistant within KS2/KS3/KS4 • Worked with students with SEND including ASC and/or communication and interaction needs • Confident in managing small groups of young people • Worked in 11 – 16 school setting • Worked with students with complex learning needs and/or behaviour e.g. Autistic Spectrum/ ADHD • Experience of working with multi-disciplinary agencies • Has a range of teaching and learning strategies to support SEND pupils • Have successfully delivered interventions either 1:1 or in a small group	Application Form and Interview
Knowledge and Understanding	• Working knowledge of the National Curriculum • Good knowledge and understanding of the range of complex needs experienced by pupils who find it challenging to access the school curriculum • Good knowledge and understanding of challenges children with mental health can face in school • Appropriate level of data protection, security and confidentiality awareness • Knowledge and understanding of Emotion Coaching • Knowledge of the SEND Code of Practice • Knowledge and understanding of Attachment Theory • Knowledge of Restorative Practice	Interview
Job Related Skills	Ability to: • Communicate effectively both orally and in written format • Plan and prepare resources and short-term activities • Act upon own initiative • Confident user of ICT • Able to organise and lead activities for parents and students to support the wider school • Willing to undertake further training, commensurate with the post	Interview and References

Personal Skills and Qualities	Demonstrates: • Patience and tenacity • Ability to be empathetic • Good personal time management • Resilience • Flexible • Solution focused • Positively influences others • Is passionate about children and developing their self-esteem and emotional resilience • Excellent verbal and written communication skills • Confident in the use of IT and how it can be used to support learning • Ability to use initiative • Ability to identify own training and development needs • Ability to respond calmly to different situations as they arise • Able to use de-escalation and distraction strategies • Able to work creatively and collaboratively as part of a team • Able to build and maintain successful professional relationships • Positive, energetic, enthusiastic and resilient, thriving on challenges • Willingness to participate in CPD	Interview and References	☐