



JOB DESCRIPTION: Teaching Assistant Level 3 SALARY - Grade 3 Hours 32.5 Term Time Only

Responsible to: The Headteacher

At Firs Primary School we work together as a strong team to give our children the skills and experiences to enable them to:

- be confident, independent and active learners
- experience success and do even better than they thought they could
- continue their journey towards a full, successful and happy adult life

We are a thriving school and we embrace our whole community and admit any child living in our area regardless of gender, social, ethnic, religious background or disability.

You may be asked to work in any year group/ class in school.

Job Purpose:

In addition you are required to undertake the following responsibilities which may or may not be included above.

Job Title: Teaching Assistant Level 3

Grade: GR3

1.0 JOB PURPOSE:

- 1.1** This level is applicable to experienced teaching assistants whose working role calls for competency across a varied range of responsibilities.
- 1.2** To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

2.0 DUTIES AND RESPONSIBILITIES:

Support for pupils (either individually or in groups)

- 2.1** Support the activities of individuals or groups
- 2.2** Establish and maintain relationships with individual pupils and groups.
- 2.3** Contribute to individual Education Plans/ Education Health Care Plans as appropriate.
- 2.4** Support pupils during learning activities.
- 2.5** Promote pupils' social and emotional development.
- 2.6** Contribute to the health and well-being of pupils.



- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9 Support pupils with English (including Phonic skills) and maths skills
- 2.10 Support pupils to access the curriculum.
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the Multi-Academy Trust and their intimate care policy.

Support for the teacher (s)

- 2.12 Observe and report on pupil performance
- 2.13 Contribute to the planning and evaluation of learning activities.
- 2.14 Assist in preparing and maintaining the learning environment.
- 2.15 Contribute to the management of pupils' behaviour.
- 2.16 Contribute to maintaining pupils' records
- 2.17 Support the maintenance of pupils' safety and security.
- 2.18 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a period of planned absence.
- 2.19 Undertake routine marking in line with school policy
- 2.20 Provide general administrative support, for example, administer coursework, produce worksheets, populate displays etc.
- 2.21 Undertake joint home visits as appropriate and in line with LA and MAT policy

Support for the school

- 2.22 Support the development and effectiveness of teamwork within the school environment
- 2.23 Develop and maintain working relationships with other professionals
- 2.24 Liaise with parents as appropriate
- 2.25 Review and develop own professional practice
- 2.26 Work as required across the curriculum and in all Key Stages within the school in accordance with the job

Support for the curriculum

- 2.27 Support the use of information and communication technology in the classroom
- 2.28 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.29 To ensure their tasks are carried out with due regard to Health and Safety
- 2.30 To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31 To adhere to the ethos of the school
 - 2.31.1 To promote the agreed vision and aims of the school



- 2.31.2 To set an example of personal integrity and professionalism
- 2.31.3 Attendance at appropriate staff meetings and parents' evenings
- 2.32 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3.0 SUPERVISION RECEIVED:

3.1 Supervising Officer's Job Title: SENDCo

3.2 LEVEL OF SUPERVISION

1. Left to work within established guidelines subject to scrutiny by supervisor

SPECIAL CONDITIONS:

4.0

- 4.1 See the Education (Specified Work and Registration) (England) Regulations 2003 and Guidance for Schools on Cover Supervision

Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff.



PERSON SPECIFICATION

Job Title: Teaching Assistant Level 3

Grade: GR3

Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise;

P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EXPERIENCE (Relevant work and other experience)	Experience of supporting children in Primary School environment, including those with special educational needs	AF/I
	Experience of using Technology to support pupils in the classroom	AF/I
EDUCATION/QUALIFICATION NB Full regard must be paid to overseas qualifications	NVQ Level 3 for Teaching Assistants or equivalent	AF/I
SKILLS AND ABILITIES (Eg Written communication skills, dealing with the public)	A good standard of education particularly in English and Mathematics	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	AF/I
	Knowledge of, and experience in supporting delivery of the national curriculum	AF/I
	Confidence and ability to provide short term classroom cover – with agreed parameters – in the absence of the class teacher	AF/I
	Ability to establish positive relationships with pupils and empathise with their needs	AF/I
	Experience of consistently and effectively implementing agreed behaviour management strategies to recognise and reward efforts and achievements of pupils.	AF/I



	Knowledge of strategies to support pupils who may struggle with self-regulation or sensory needs within the mainstream environment.	AF/I
	Skilled in demonstrating active listening skills and utilising these within the classroom and work environment.	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	AF/I
	Experience of supporting pupils to meet their academic potential through use of structured intervention programmes	AF/I
	Knowledge of how to use feedback to support children with their learning and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on observations of pupils' knowledge understanding and skills to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to work effectively and supportively as a member of the school team	AF/I
	Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	AF/I
	An ability to fulfil all spoken aspects of the role with confidence through the medium of English or the ability to converse at ease with parents/pupils and members of the public and provide advice in accurate spoken English is essential for the post	AF/I
TRAINING	Willingness to participate in further training and developmental opportunities offered by the school, to further knowledge	AF/I
OTHER	Willingness to maintain confidentiality on all school matters	AF/I



**OBSERVANCE OF THE MULTI-ACADEMY TRUST'S EQUAL OPPORTUNITIES POLICY WILL BE
REQUIRED**

Signed: _____ (*Head Teacher*)

Signed: _____ (*Post-holder*)

Date: _____