

TEACHING ASSISTANT LEVEL 3

JOB DESCRIPTION

Main Purpose of the Job:

An experienced teaching assistant with additional knowledge in a specialist area providing support and learning for pupils with ASN (Additional Support Needs), such as those with severe, complex, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities within a special school

or

a cover supervisor who assists pupils to undertake set activities

The key focus of the job is to:

- support the classroom teacher with their responsibility for the development and education of all pupils which may include requiring detailed and specialist knowledge in particular areas
- assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- assist the teacher in the whole planning cycle and the preparation of resources.

Jobholders generally work under the 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.

Jobholders may also supervise whole classes occasionally during the short-term absence of teachers, which may be planned or unplanned. The primary focus will be to maintain good order and to keep pupils on task.

Support for the Pupils

- Attend to pupils' personal needs including toileting, hygiene, dressing and eating as well as help with social, emotional, welfare and health matters reporting problems to teacher as appropriate.
- Physically assist pupils in activities (may involve lifting where support with mobility is required)
- Use specialist skills/training/experience to support pupils in curricular or learning activities in accordance with individual Education, Health and Care Plans and/or other support plans, as required
- Contribute to the development of and implementation of Education, Health and Care Plans and/or other support plans, as required
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage pupils in all activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Participate in planning, organising and implementing individual development plans for pupils, including attendance at and contribution to reviews
- Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
- When accompanying teaching staff and pupils on educational visits, trips and out of school activities support pupils with medical care needs. This may include gastrostomy management, suctioning and tracheostomy care, catheter care, and administering medication, in

accordance with an agreed plan, and under the direction of healthcare practitioner and following appropriate training

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in 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 pre-determined 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
- Under the guidance of teaching staff, may provide supervision of whole classes during planned and unplanned teacher absence. This will include implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good pupil behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents
- Support all pupils conduct and behaviour throughout the learning process using the behaviour support plan
- Evaluate specialist learning activities with the teacher, writing reports and records as required
- Support the teacher in monitoring, assessing, recording and reporting on pupil development, progress and attainment

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Determine the need for, prepare and use specialist and/or medical equipment, plans and resources to support pupils according to their individual needs
- May support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- 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 regular meetings
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Undertake planned supervision and support of pupils' out of school hours learning activities including before and after school and at lunchtimes and may work with pupils not working to normal timetable
- Supervise and support pupils on educational visits, trips and out of school activities as required
- Assist with organising and supporting medical visits, educational visits and special events

Planning, organising and controlling skills

- Work under the guidance of a teacher
- Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, attending to pupils' personal needs
- Provide learning activities and teaching programmes as agreed with teacher, differentiating and adapting learning programmes to suit the needs of the pupils in your class
- Plan and evaluate specialist learning activities with the teacher,
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carer permission has been granted)
- May provide planned or unplanned cover of teacher/classes, managing learning environment and pupil behaviour
- May supervise the work of other teaching assistants

Communicating and influencing skills

- Daily contact with parents/carers regarding their child to discuss sensitive and confidential information, for example personal care, health, medication, child behaviour, writing in home school book
- Use language and concepts appropriate to the child's particular needs, age, stage of development, and culture
- Training in augmentative and alternative communication
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided, for example provide information to doctors/family, relay to medical staff what actions have been taken in response to incidents
- May support the head teacher or teacher in the induction of new staff or volunteers
- May supervise other teaching assistants

Initiative and innovation skills

- Under the guidance of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities
- Work within and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection
- Use initiative and make decisions to:
- Work with the classroom teacher in the development and education of pupils with ASN and provide personal care and support to pupils. This could include administration of medication
- Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate
- Provide the teacher with feedback on pupil progress, behaviour, wellbeing, achievements and problems
- Provide feedback to pupils in relation to attainment and progress
- Implement agreed learning activities/teaching programmes, amending approach according to pupil responses/needs
- Implement local and national learning strategies such as literacy, numeracy, KS3, early years/ or IEPs, and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime where applicable.
- Assist with organising and supporting medical visits, educational visits and special events
- Understand and appreciate each individual pupils' specific needs and condition
- Recognise/identify changes in behaviour or wellbeing with a pupil and refer to/call in additional support
- Check all equipment before use to ensure safe operation/use

- Ensure pupil's dietary requirements are met, for example food chopped, sieved, any allergies
- Identify and use best and most appropriate method of communication with individual pupils, for example Makaton, PECS
- Ensure own personal hygiene to avoid cross infection between pupils, for example hand washing, wearing gloves, disinfecting changing mats, careful use of equipment

Budget accountability

No direct budget responsibility but may carry out financial transactions, including handling small amounts of cash, in line with policies and procedures

Staff accountability

To act as a positive role model to all staff

Physical effort

- Daily requirement to manoeuvre pupils with physical disabilities, assist in physical activities, or positive handling of pupils as specified and as required following appropriate training
- Working under direction of Occupational Therapist, Physiotherapist, Speech or Language Therapist carry out daily programmes of exercises or routines with pupils as required
- Will undertake moving and handling activities as required, for example carrying and lifting equipment and resources, putting up displays

Work environment

- Daily requirement to wear personal safety equipment (padded clothing, arm shields) when working with pupils who exhibit challenging behaviours, for example hitting, biting, scratching, kicking, hair pulling
- Daily and on-going requirement to ensure intimate personal hygiene of pupils and provide very personal care, for example changing sanitary pads, incontinency pads, soiled clothing, feeding (peg feeding, suctioning), showering, drying after swimming/therapy

Person Specification

Experience	<ul style="list-style-type: none"> • Experience working with children with a range of Special Educational Needs (minimum 1 year as a Level 2)
Qualifications/Training	<ul style="list-style-type: none"> • Very good numeracy/literacy skills • NVQ 3 for Teaching Assistants or equivalent qualification or experience • Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. • Training in specific strategies such as PECs, Makaton • Training to support children with complex medical needs such as gastrostomy, tracheostomy and suctioning
Knowledge/Skills	<ul style="list-style-type: none"> • Can use ICT effectively to support learning • Use of other equipment technology – video, photocopier • Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies • Understanding of principles of child development and learning processes • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Attributes	<ul style="list-style-type: none"> • Flexible approach which may include moving from class to class • Enthusiastic and positive • Effective communication skills • Calm in a crisis • Ability to move and handle children • Ability to cope with physically active children • Ability to organise and manage others in an emotionally intelligent way • Sensitive to the needs of children with challenging behaviour