

SHINE Academies

Level 3 Teaching Assistant: Job Description

Description of Post

To 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. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The post holder may also supervise whole classes occasionally during the short term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

Duties and responsibilities

- 1) Assists pupils with personal self care.
- 2) Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and preparation of learning activities.
- 3) Assists with general administration and supports classroom management, including creating learning materials.
- 4) Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.
- 5) Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school.
- 6) Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.
- 7) Supervises pupils in small group or 1:1 learning activities in school away from the main teaching area, following appropriate risk assessment.
- 8) Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
- 9) Monitors and is responsive to pupils' learning and behaviour at all times by making adjustments to supervised activities.
- 10) Monitors and is responsive to pupils' personal needs and communication.
- 11) Communicates effectively with teachers, other professionals and parents whenever the needs arises and recognises the need to communicate.
- 12) Contributes actively to the planning and review of the differentiated curriculum, individual education plans and individual behaviour plans by recommending changes in targets or provision in light of knowledge, understanding and pupil responses.
- 13) Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
- 14) Responds to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff.
- 15) Minimises the risk of pupil behaviour becoming disruptive or dangerous through implementing de-escalation strategies.
- 16) Makes adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- 17) Takes action to meet pupils' personal needs as they arise to avoid physical or mental stress.
- 18) Communicates information effectively to teachers, or other professionals and parents whenever the need arises.
- 19) Works in partnership with the teacher, to plan, teach and assess the curriculum on a daily basis.

- 20) Supports pupils so that they are enabled to access the planned curriculum and meets personal and social needs.
- 21) Takes part in phase, key stage and whole school meetings.
- 22) Works in collaboration with other Learning Support Assistants and Lunchtime Supervisors.
- 23) When requested, provides information about pupil progress, strategies and issues to other professionals and implements joint recommendations.
- 24) Following discussions with the teacher or other senior member of staff, shares information about class activities, pupil progress and family needs with parents.

Safeguarding
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory safer recruitment checks including but not limited to satisfactory references and an enhanced DBS clearance.

Signature:..... Date:.....

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Level 3 Teaching Assistant: Person Specification

Factors	Essential	Desirable	How Identified (Docs, App form, Interview)
Qualifications and Training	- NVQ Level 3 or equivalent in a related area - Excellent Numeracy and Literacy Skills	- Ability and willingness to participate in training - First Aid	Application Form Documents
Knowledge and Experience	- Experience of working with relevant age groups within a learning environment, including knowledge of behavioral and learning difficulties. - Understanding of Classroom roles and responsibilities - Knowledge of school policies and procedures		Application Form Interview References
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	Demonstrable ability to develop and plan activities under the direction of the class teacher	Application Form Interview References

	• Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality		
Personal Characteristics	• Displays sensitivity to pupils needs • Ability to provide necessary personal care to children • Ability to maintain confidentiality		Interview References
Other	• To be responsible for promoting and safeguarding the welfare of children and young people		Interview References