

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title: Teaching Assistant – Supporting and Delivering Learning (Level 3)

Directorate: [School name - amend as appropriate]

Reporting to: Headteacher

Grade: Scale 5

Job description

- Purpose of the 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.

Main duties and responsibilities:

Support for Pupils:

- Use specialist curricular/learning skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- To supervise whole class occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep the pupils on task. Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities.

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.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within the role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework and produce worksheets for agreed activities.

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes and adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.

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- 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 as required.
 - Recognise own strengths and areas of expertise and use these to advise and support others.
 - Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
 - Undertake planned supervision of pupils' out of school hours learning activities.
 - Supervise pupils on visits, trips and out of school activities as required.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- Take part in the school's performance management system.
 - Attend governing body meetings on a regular basis.
 - Enhanced CRB Check.
 - Strong commitment to furthering equalities in both service delivery and employment practice.
 - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with. You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
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| Job title: | Teaching Assistant – Supporting and Delivering Learning (Level 3) |
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Person Specification

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| | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| 1. NVQ 3 for Teaching Assistants or equivalent qualification or willingness to work towards. | ✓ | |
| Experience | | |
| 2. Working with or caring for children of a relevant age. | ✓ | |
| 3. Experience of working with pupils with additional needs. | ✓ | |
| Knowledge | | |
| 4. Training in the relevant strategies e.g. literacy and/or in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE. | ✓ | |
| 5. Appropriate first aid training. | ✓ | |
| 6. Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation. | ✓ | |
| 7. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. | ✓ | |
| 8. Understanding of principles of child development and learning processes. | ✓ | |
| Skills | | |
| 9. Very good numeracy/literacy skills. | ✓ | |
| 10. Ability to use ICT effectively to support learning. | ✓ | |
| 11. Use of other equipment technology including video, photocopier. | ✓ | |
| 12. Ability to self-evaluate learning needs and actively seek learning opportunities. | ✓ | |
| 13. Ability to relate well to children and adults. | ✓ | |
| 14. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. | ✓ | |
| 15. Display commitment to the protection and safeguarding of children and young people. | ✓ | |