



Green End Primary School

Job Description

Teaching Assistant – Level 3, Grade 4 - Class cover and Intervention post

Teaching and learning

Main Purpose of the Job:

The role has a dual feature.

The teaching assistant Level 3 will be expected to cover classes for set periods of time for teacher release. Work for these lessons will be planned and the post holder will be expected to evaluate these and mark the children's work.

They will also spend some of the week delivering SEN intervention programmes which they will plan, deliver and evaluate for identified children, individually and in small groups. The post holder will be involved in assessing children and be accountable for their progress against targets, working under the guidance of the SENDCo.

Main Duties

1. To cover classes and deliver programmes of work to pupils ranging from Nursery to Year 6
2. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
3. To work within the school behaviour management system in promoting positive work habits and relationships.
4. To work with groups of children, including the implementation the delivery of programmes of work
5. Develop tailor made work programmes to meet the individual learning and / or pastoral needs of pupils

6. Use specialist skills/training/experience to support pupils
7. Promote the inclusion and acceptance of all pupils
8. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
9. Promote independence and employ strategies to recognise and reward achievement of self reliance
10. Provide feedback to pupils and teachers in relation to progress and achievement
11. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting work plans
12. Undertaking marking of pupils' work and accurately record achievement/progress
13. Administer and assess routine tests and invigilate exams
14. Assist in maintaining high standards of health and safety at all times.
15. Maintain good relationships with colleagues and work together as a team.
16. Assist in the supervision of classroom and outdoor activities.
17. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
18. Contribute to the overall ethos/work/aims of the school.
19. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007).

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.



Person Specification – Teaching Assistant Level 3, Grade 4

Intervention Post

Selection Criteria	Method of Assessment	Essential
At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the criteria listed below.		
1 Experience		
1.1 Significant experience of working in a primary school setting in the role of Teaching Assistant, including class based.	Application form/Interview	√
2 Qualifications/Training		
The successful candidate will:		
2.1 Possess excellent numeracy/literacy skills (at a level equivalent to NQF Level 2)	Application form/Interview	√
3 Knowledge & Skills		
3.1 Ability to work as part of a team and to organise and lead a team	Application form/Interview	√
3.2 Excellent communication - speaking, reading, writing- and mathematical skills	Application form/Interview	√
Strong classroom and behavior management skills with the whole class.	Application form/Interview	√
3.4 A strong drive to work in an urban school and an understanding of the complexities of this	Application form/Interview	√
3.5 Highly effective use of ICT to support learning	Application form/Interview	√
3.6 Full working knowledge and understanding of national/ foundation stage curriculum	Application form/Interview	√
3.7 Knowledge of barriers to learning, including behaviour management strategies	Application form/Interview	√
3.8 Ability to self-evaluate learning and pastoral needs and actively seek learning opportunities	Application form/Interview	√

Selection Criteria	Method of Assessment	Essential
4 Personal Style & Behaviour		
The successful candidate will have:		
4.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	Interview	√
4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	Application form/Interview	√
4.3 The flexibility to adapt to changing workloads, demands and new school challenges	Application form/Interview	√
4.4 Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of pupils	Application form/Interview	√
4.5 Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	Application form/Interview	√
4.7 Personal commitment to the school's professional standards, including dress code as appropriate	Interview	√
5 References		
5.1 Positive recommendation(s) in 2 professional references		√
5.2 DBS clearance/no adverse outcomes from the DBS check		√