

INVICTUS

Education Trust

CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

Job Description

JOB TITLE:	Teaching Assistant Level 3
DEPARTMENT:	Rufford Primary School
GRADE:	Grade 5
REPORTING TO:	Phase Leader
RESPONSIBLE FOR:	None
LIASING WITH:	Headteachers, Senior Leadership Team, Governors, teaching and professional services staff, outside agencies, and the Trust's central team

Main Purpose

Level 3 staff work under the guidance of teaching staff with a limited degree of autonomy. NVQ 3 or equivalent is a requirement for the job. The role will require someone who has specific skills and experience.

To implement agreed work programmes with individuals/groups and support teaching staff in the development and education of pupils including the provision of detailed and specialist skills/knowledge in particular areas. To assist the teacher in the whole planning cycle and supervise whole classes or groups during the short term absence of a teacher.

Main Duties

Portfolio

- Make a substantial contribution to Individual Learning Plans and their implementation.
- Use specialist skills and training to support bilingual/multilingual pupils and help them to access the curriculum.
- Use specialist skills and training to support pupils with communication and interaction difficulties e.g. speech and language delay, dyslexia, dyspraxia etc.
- Use specialist skills and training to support pupils with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support pupils with cognition and learning difficulties e.g. encouraging the pupils to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the pupil is making slow progress.
- Using specialist skills and training support the behaviour management of pupils with behavioural, emotional, and social development needs e.g. assist with the development of behaviour



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

management strategies, monitor pupils behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.

- Provide feedback to pupils in relation to progress and development.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or not otherwise working to a normal timetable.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the effective transfer of pupils across phases/integration of those who have been absent.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Assess the needs of pupils and contribute to the development of IEP's.
- Observe and report on pupil performance.
- Take responsibility for the management of challenging pupil behaviour.
- Provision of pupil information to external agencies.
- Design and produce worksheets or administer coursework with minimal supervision for groups of pupils.
- Undertake more complex marking of pupils work in line with school policy.
- Undertake joint home visits as appropriate and in line with Trust policy.
- Implement and evaluate specific curriculum plans and activities for groups of pupils to meet the individual needs of those pupils.
- Contribute to curriculum planning.
- Contribute to the identification and planning of out of school learning activities beyond the school day.
- Under the guidance of a teacher, implement agreed work programmes with individuals or groups maintaining good order and keeping pupils on task.
- Provide emergency cover supervision for a group or class, under the direction and control of the Headteacher or other designated member of staff during the unplanned short-term absence of the teacher, normally for periods of up to one session, limited to no more than 2 sessions per term, unless a cover supervision allowance is payable.
- To provide specialist language support to individuals/groups where English is not the first language.
- Provide guidance and assist in the training and development of staff as appropriate.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters.
- Provide clerical/administrative support e.g. administer course work, produce worksheets for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of pupils out of school learning activities.
- Supervise pupils on visits and trips as required.



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

Staffing and Resources

- Positively engage in appraisal reviews as directed by your line manager
- Promote teamwork and effective working practices

Other Professional Requirements

- Communicate with parents/carers and outside agencies where appropriate
- Attend professional meetings as required
- Actively engage in the Trust's appraisal process
- Take part in the Trust's staff development programme
- Attend and contribute to meetings
- Work as a part of a team and positively contribute to effective working relationships
- Take part in Trust events as directed by the CEO

Other Specific Duties

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

Support For The Trust

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.

Safeguarding Requirements

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:
<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.
<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	NVQ Level 3 in Teaching Assistant or equivalent. Other relevant qualifications for example Level 3 Award / certificate in Supporting Teaching and Learning in Schools. Very good numeracy and literacy skills. Training and accreditation in relevant “specialist” areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.	
EXPERIENCE	Demonstrable experience of working with or caring with children of a relevant age. Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies. Understanding of the principles of child development and learning processes. Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.	
SKILLS AND KNOWLEDGE	Relevant knowledge of first aid. Ability to use relevant technology e.g. computer/ keyboard/photocopier/video. Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard. Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	
PERSONAL QUALITIES	A knowledge of Equality & Diversity issues. Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

	Ability to relate well to children and adults. Ability to self-evaluate learning needs and actively seek learning opportunities. To comply with the school's commitment to the protection and safeguarding of children.	
FLEXIBILITY	To work flexibly to meet the needs of the Trust and its educational establishments. Can be required to work in any location within the Trust.	

This job description/person specification may be amended at any time in consultation with the postholder.



Mission

'Excellence every day,
unlimited ambition and
transforming lives'



Vision

'To create a community of inclusive schools where
people choose to learn with us, work with us
and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships