**TEACHING ASSISTANT 3 Numeracy / SEMH**

**JOB TITLE: TA3 Interventions: SALARY RANGE: Band 4 (Points 22 to 25)**

**HOURS: Full time = 36.25 per week, term time only plus 2 weeks (40 weeks)**

**Teaching Assistants are paid term time only and a fraction of 447/522 (less than 5 years service) or 457/522 (more than five years service) is applied to the all year annual salary rate to provide the term time salary**

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| **NJC LEVEL 3** - 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 team in the whole planning cycle, monitoring progress and the management/preparation of resources. |
| **SUPPORT FOR PUPILS** |
| ● Use specialist (curricular/learning) skills/training/experience to support pupils<br>● Assist with the development and implementation of IEPs.<br>● Establish productive working relationships with pupils, acting as a role model and setting high expectations.<br>● Promote the inclusion and acceptance of all pupils within the classroom.<br>● Support pupils consistently whilst recognising and responding to their individual needs.<br>● Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.<br>● Promote independence and employ strategies to recognise and reward achievement of self-reliance.<br>● Provide feedback to pupils in relation to progress and achievement. |
| **SUPPORT FOR THE SEND DEPARTMENT** |
| ● Work with the Team to establish an appropriate learning environment. |

- Organise 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 on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed and 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 within your 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., produce worksheets for agreed activities etc.

**SUPPORT FOR THE CURRICULUM**

- Implement agreed learning activities/teaching programmes, 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 and 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.
- 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 your 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.

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| **Experience** | ● Experience of working with children of relevant age |
| **Examples of recommended qualifications, knowledge and training requirements** | ● Completion of DfES Teacher Assistant Induction Programme.<br>● Participate in development and training opportunities.<br>● Sound Knowledge of the literacy / numeracy KS3 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum.<br>● Sound knowledge of one or more areas of special need (depending on setting) and Code of Practice for SEN.<br>● Sound knowledge of the causes and patterns of poor behaviour and strategies to address these.<br>● Sound knowledge of how children learn and how to create and maximize learning opportunities.<br>● To be able to work as part of a team and to have good inter-personal relationships.<br>● To have attended significant Inset relevant to job and – in the case of those working with particular SEN pupils – to have become skilled in dealing with particular areas of special need though attending LEA and other providers of specialist training.<br>● Desirable to have completed (depending on job / setting) CACHE CPD SEN Level 2 or similar.<br>● Very good numeracy/literacy skills<br>● NVQ 3 for Teaching Assistants or equivalent qualification or experience (or working towards)<br>● 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, ELSA etc. |
| **Knowledge/Skills** | ● To be aware of all school policies and procedures.<br>● To have some knowledge of NC requirements, especially literacy, numeracy.<br>● General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.<br>● SEMH : a degree in Psychology, Youth Work, or Education is highly desirable, we also accept Level 2 or 3 Diplomas in Supporting Teaching and Learning, or Childcare.<br>● ELSA Qualification and experience in delivering the ELSA programme to individuals or small groups is also desirable.<br>● De-escalation & Behaviour Management skills: The ability to defuse tense situations and model restorative, trauma-informed approaches is vital. |

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| | ● Understanding Barriers to Learning: Awareness of how SEMH needs, trauma, or conditions like ADHD affect a student's ability to engage.<br>● Can use ICT effectively to support learning.<br>● Use of other equipment/technology i.e. video, photocopier etc.<br>● Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.<br>● Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.<br>● Understanding of principles of child development and learning processes.<br>● Appropriate knowledge of first aid.<br>● Ability to self-evaluate learning needs and actively seek learning opportunities.<br>● Ability to relate well to children and adults.<br>● Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.<br>● Resilience & Patience: You must be able to handle challenging, unpredictable behaviors while remaining calm and empathetic.<br>● Relationship Building: The ability to quickly build trust with students who may have become disengaged from mainstream education.<br>● Consistency: The capacity to be a stable, reliable role model for vulnerable children. |

**Training**

There is an expectation that schools will arrange for TAs to have access to a range of training appropriate to their role.