



JOB DESCRIPTION
TEACHING ASSISTANT (LEVEL 3)

POST HOLDER

DEPARTMENT SEND

RESPONSIBLE TO SENDCO

LINE MANAGEMENT OF N/A

WORKING HOURS 37 hours

SALARY SC5 Point 17

HOLIDAY ENTITLEMENT Term Time Only (A paid entitlement 25 days' annual leave and eight statutory holidays are included in the salary)

JOB PURPOSE

You will work under the instruction/guidance of teaching/senior staff to undertake work programmes, develop materials and support the learning of our students, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST

KEY WORKER

- Commit to narrowing gaps in educational outcomes between students with SEND and their peers
- Develop a positive relationship between home and school, maintaining excellent communication about a student's needs, progress, and circumstances
- Build effective relationships with named students on a caseload, ensuring they have an accessible 'go to' adult in school
- Collaborate with the SENDCo, class teacher, and other professionals about learning plans, contributing to the assessment process, planning and delivery as appropriate
- Contribute towards regular reviews of students' progress as appropriate
- Monitor and record students' progress against the aims agreed in the learning plan
- Communicate effectively with classroom teachers as appropriate about a student's needs and agreed support
- Under the direction of a teacher, gather evidence of students' knowledge, understanding and skills through observations, discussions, and assessments
- Where necessary and only when appropriately trained, assist with students' physical and/or medical needs

IN CLASS SUPPORT

- Collaborate with the class teacher about the nature, extent and focus of support in lessons
- Prepare appropriately for delivering in class support, for example by reading materials sent by the teacher, and knowing the focus of the lesson and how it fits in with the sequence of learning
- Apply the relevant academy policies, including those related to sanctions, rewards, assessment, exams, and equal opportunities
- Modify or adapt the learning for individuals or small groups as agreed with the teacher to achieve the intended learning outcomes
- Provide the least amount of support possible to students so that they are able to engage in learning with increasing independence and fluency
- Assist students to learn as effectively as possible. This may include but is not limited to:
 - Circulating the room while the teacher provides detailed support and intervention for students with SEND and/or those experiencing difficulties with learning
 - Providing deliberate, planned reassurance and praise to address social, emotional, and mental health needs
 - Modelling tasks to individuals or groups
 - Repeating or adapting instructions / information for an individual or group
 - Talking with students about their learning to help them make more sense of it
 - Acting as a prompt / reader / scribe during deliberate practice or other focused individual work
 - Delivering brief, focused, planned interventions with individuals, small groups and/or classes under the direction of the teacher
- Where appropriate and under the direction of a teacher, listen to students read and read to them as a class, group or one-to-one

SUPPORT FOR THE TEACHER

- Have a sound knowledge and/or experience of the National Curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve their end of year age related expectations
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Establish constructive relationships with parents / carers
- Support groups within the class

LEADERSHIP (e.g. Team Leader, HLTA)

- Implement selected aspects of the curriculum for individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher
- Lead the appraisal / performance management process for one or more Teaching Assistants as directed by the SENDCo
- Develop resources to address students' barriers to learning in one or more



subject areas, and/or one or more of the four broad areas of need, under the direction of the SENDCo

- Provide relevant, timely information and guidance to colleagues working with students who have special educational needs, under the direction of the SENDCo

INTERVENTION

- Deliver planned, evidence based, time limited interventions to individuals and small groups as directed by the class teacher and/or SENDCo
- Collaborate with SENDCo and class teachers to ensure withdrawal from lesson for intervention is planned and agreed in advance
- Engage with appropriate training as directed by the SENDCo to ensure knowledge and skills are secure enough to deliver effective intervention
- Monitor students' progress during interventions, providing feedback to the SENDCo and keeping records as appropriate
- Apply relevant academy policies when delivering intervention, including those related to sanctions, rewards, and equal opportunities
- Where appropriate following an intervention, return to class with students to ensure they are supported to re-engage with classroom learning
- Explicitly and deliberately support students to generalise their learning from intervention with their experiences in classrooms and other environments

PROFESSIONAL STANDARDS

- Have high expectations of students at all times
- Know and apply academy policies relating to Safeguarding, Health and Safety, Behavior, Teaching and Learning, Equal Opportunities and any others that are relevant
- Participate in training opportunities offered by the academy that relate to core expectations of the role
- Engage fully with the academy appraisal / performance management policy, and its processes

GENERAL

- Promote and safeguard the welfare of students you come into contact with
- 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, support and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- To comply at all times with requirements of Health & Safety at Work Act 1974 and school's Health & Safety policy statement
- Participate in training and other learning activities and performance development as required



I have read and accepted this job description:

NAME:

Signed: _____

Dated: _____

PERSON SPECIFICATION

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Fairfax Multi-Academy Trust (FMAT) is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

Job Title: Teaching Assistant **Grade: FMAT Scale 5 (Level 3)**

Attributes	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> NVQ Level 3 childcare related qualification (or equivalent) (For Level 3 TA's) Good numeracy and literacy skills, to GCSE Grade C minimum or equivalent 	
Experience	<ul style="list-style-type: none"> Some experience working and supporting children with SEN Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. Good understanding of the National Curriculum and the related assessments Good understanding of child development and learning. 	
Skills and abilities	<ul style="list-style-type: none"> Ability to effectively use ICT to support learning The ability to communicate 	<ul style="list-style-type: none"> Good I.C.T. skills

	<p>effectively both orally and in writing</p> <ul style="list-style-type: none"> • Good personal organisation e.g. time management • Ability to work independently and as part of a team • Ability to show initiative in a range of situations • Ability to work with tact and diplomacy • Ability to interact positively with pupils, parents and colleagues • Some experience of planning as part of a team • Ability to work with considerable accuracy and attention to detail 	
Other	<ul style="list-style-type: none"> • Ability to relate to and promote the ethos of the school • Excellent attendance and punctuality • The ability to converse at ease with parents/pupils and members of the public and provide advice in accurate spoken English 	
Training	<ul style="list-style-type: none"> • Willing to undertake job related training 	
Safeguarding	<ul style="list-style-type: none"> • FMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants 	

