

JOB DESCRIPTION AND PERSON SPECIFICATION

Job title:	Teaching Assistant Level 3
Reporting to:	SLT / Classroom Teacher
Level of Supervision:	Left to work within school guidelines subject to scrutiny by Line Manager
Hours:	32.5 hours a week term time only
Grade:	Grade B (pt 12 £28,598 to pt 23 £34,434 pro-rata) plus SEN Allowance

This role is subject to formal evaluation under the BCC Equal Pay Programme job evaluation process

MISSION

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.

VISION

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

Job Purpose

- To work under guidance and supervision of teaching/senior staff to implement agreed work programmes with individuals/groups, in or out of the classroom.
- To assist the teacher in the planning cycle and management preparation of resources.
- To supervise whole classes occasionally during the short absence of a teacher.

Key Responsibilities

Support for pupils (either individually or in groups)

- Use specialist skills/training/experience to support the activities of individuals or groups
- Establish and maintain relationships with individual pupils and groups, acting as a role model and setting high expectations
- Contribute to individual Education Plans as appropriate.
- 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
- Attend to pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters as required
- Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lesson/work plans as appropriate
- Monitor and evaluate pupils' responses to learning 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 pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed by the teacher
- Support the maintenance of pupils' safety and security.
- Undertake routine marking in line with school policy
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with incidents in line with the school's policies and procedures, encouraging pupils to take responsibility for their own behaviour
- Liaise with parent/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents
- Administer and assess routine tests and invigilate exams/tests
- Provide general administrative support, for example, administer coursework, produce worksheets etc.
- Undertake joint home visits as appropriate and in line with LA policy

Support for the curriculum

- Implement agreed teaching and learning activities, adjusting according to pupils' responses and needs
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- Support the development and effectiveness of team work within the school environment
- Develop and maintain working relationships with other professionals
- Liaise with parents as appropriate
- Review and develop own professional practice
- Work as required across the curriculum and in all Key Stages within the school in accordance with the role
- Supervise pupils on visits and out of school activities as required

All staff at Uffculme:

1. have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
2. ensure their tasks are carried out with due regard to Health and Safety
3. participate in appropriate professional development including adhering to the principle of performance management.
4. adhere to the ethos of the school
5. promote the agreed vision and aims of the school
6. set an example of personal integrity and professionalism
7. attend appropriate staff meetings and parents' evenings across all three sites
8. carry out any other duties as commensurate within the grade in order to ensure the smooth running of the school

Signed by role holder:

Date:

LEVEL 3 QUALIFICATIONS

The following qualifications are accepted by Birmingham City Council as evidence for a Level 3 Teaching Assistant role. Successful candidates unable to provide proof of qualification may be offered a Level 2 Teaching Assistant post.

- NNEB
- National Diploma Caring
- BTEC National Diploma (2 years);
- Caring Services (Nursery Nursing);
- BTEC National Diploma in Childhood Studies (Nursery Nursing);
- BTEC National Diploma Early Years and Childhood Studies;
- BTEC National Diploma early Years Care and Education;
- BTEC Level 3 Certificate for Teaching Assistants;
- BTEC National Diploma Early Years;
- CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools
- CACHE Level 3 Certificate in work with Children – Early Years (Accreditation of Prior Experiential Learning APEL);
- Certificate of Higher Education Learning Assistants;
- City & Guilds NVQ Level 3 Teaching Assistants
- City & Guilds NVQ Level 3 in Supporting Teaching and Learning in Schools
- Classroom Support Worker Qualification – secondary (NVQ Level 3 Teaching Assistant equivalent);
- NVQ Level 3 Teaching Assistants (Accreditation of Prior Experiential Learning (APEL)
- NVQ Level 3 Child Care and Education;
- NVQ Level 3 for Teaching Assistants;
- NVQ Level 3 Childcare and Education
- NVQ Level 3 Childcare Learning and Development
- National Occupational Standards for Supporting Teaching and Learning in schools NVQ Level 3
- Specialist Teaching Assistants (STA)
- Foundation Degree – Learning Support
- Foundation Degree Early Childhood Studies (or Early Years)
- BA – Early Childhood Studies

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	NVQ Level 3 for Teaching Assistants or equivalent (from BCC agreed list) A minimum of GCSE Grade C or equivalent in both English & Maths)	AF/C AF/C
Experience Relevant work and other experience	A minimum of two years' experience of supporting children in a classroom environment, including those with special educational needs Experience of using Information Technology to support pupils in the classroom	AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	an ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 A good standard of education particularly in English and Mathematics Be able to demonstrate competent ICT skills Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment Knowledge of SEN Code of Practice Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	AF/I/T AF/I/T AF/I AF/I AF/I AF/I AF/I AF/I

	<p>Ability to consistently and effectively implement agreed behaviour management strategies</p> <p>Ability to use language and other communication skills that pupils can understand and relate to</p> <p>Ability to demonstrate active listening skills</p> <p>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task</p> <p>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</p> <p>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</p> <p>Ability to assist in the recording of lessons and assessment as required by the teacher</p> <p>Ability to offer constructive feedback to pupils to reinforce self-esteem</p> <p>Ability to work effectively and supportively as a member of the school team</p> <p>Be able to meet challenges with good humour, patience and resilience.</p> <p>Ability to work within and apply all school policies behaviour management, child protection, Health and Safety, Equal Opportunities</p>	AF/I
Training	Willingness to participate in further training and developmental opportunities offered by the school to further knowledge	AF/I
Other	A commitment to upholding the school's ethos, its policies and procedures	AF/I

	This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.	
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All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:

Signed by postholder:

Name:

Date:
