

Level 3 Teaching Assistant

Grade 4, SCP 12-17 salary £24,496 - £26,845 FTE (£19,832 - £21,734 pro rata)

34.66 hours per week, term time plus 1 week

Core purpose

1. To contribute actively to building, communicating and implementing the Trust's vision of Ambition, Excellence and Community and the school's commitment to all young people to 'Let your light Shine'.
2. To actively model and promote the values, vision and ethos of this Christian school which serves a multi-faith, multi-ethnic community.
3. To work under the guidance of designated teaching/senior staff and within an agreed system of supervision to implement agreed work programmes with an individual/groups, in or out of the classroom.
4. To plan, prepare and deliver learning and intervention activities for individuals/groups or short term for whole classes.
5. To monitor, assess, record and report on students' achievement, progress and development

Specific responsibilities

- Establish rapport and respectful, trusting relationships with students, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all students in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- Supervise, assist and support students, including those with special needs, to access learning activities, through your knowledge of the curriculum and knowledge of how students learn.
- Plan and deliver small group or one to one interventions.
- Monitor and assess the progress of students who take part in interventions and assist in evaluating the success of interventions.
- The role will include supporting and implementing students' personal programmes, including social, health, physical, hygiene, and welfare matters. The student will also need assistance to access different areas of the school.
- Following appropriate training and in line with school procedures, administer basic first aid and/or medication as required.
- Following appropriate training, support mental health first aid across the school.
- Support the effective use of ICT in learning activities and develop students' competence and independence in its use.
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide specific feedback in discussion with students on their progress and achievement, in line with school policy.

Support for teachers

- Promote positive values, attitudes and good student behaviour. Deal promptly with conflicts and incidents whilst encouraging students to take responsibility for their own behaviour, in line with established school policies.
- Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/meetings with parents under direction from a teacher.
- Work with the teacher to plan and implement lessons and activities, evaluating and adjusting lesson work and plans according to students' learning styles and individual needs and to meet pre-determined learning objectives.

- Monitor and evaluate students' 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 student achievement, progress, and other matters, ensuring availability of appropriate evidence.
- Undertake routine marking of students' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required.
- Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary.
- Collate student reports in liaison with the teacher, inputting data as required.
- Create and maintain an appropriate learning environment in liaison with the teacher.
- Assist with the display of students' work.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, checking of deliveries and placing goods in stock and maintaining records of stock; administering coursework, production of work sheets for agreed activities.

Support for the school

- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support the achievement and progress of students.
- Assist with activities outside the classroom, working as part of a team to supervise students and support Activity Leaders, e.g. co-curricular activities, accompanying to swimming lessons.
- Accompany teaching staff and students on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.
- Act as cover, supervising whole classes occasionally, during short-term unforeseen absence of teachers.
- Maintain good order and keep students on task. Respond to students' questions and generally assist students to undertake set activities.

Other responsibilities

- To model, implement and champion consistently the 'Brian Clarke Way' across the school so that effective learning can take place.
- To contribute to the school liaison and marketing activities, e.g. providing news for social media, the website, contributing to newsletters to parents.
- To contribute to the effective promotion of the Achievement for All department at open days and evenings/information evenings and other events.
- To actively promote the development of effective links with external agencies and organisations.
- To understand the importance of inclusion, equality and diversity when working with students and with colleagues and promote equal opportunities for all.
- Implement and uphold the policies, procedures and codes of practice of the school, including customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises.
- Undertake any other additional duties commensurate with the grade of the post.

Reporting to:

HLTA

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

Level 3 Teaching Assistant Person Specification	Essential (E) Desirable (D)	Application (A) Interview (I)
Qualifications		
NVQ 3 for Teaching Assistants or equivalent qualification up to degree level or relevant experience	E	A
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	E	A
Has, or willingness to obtain, basic first aid and mental health first aid training	E	A/I
Training in relevant learning strategies, e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc	D	A
Professional Knowledge, Skills and Experience		
Experience of working with children in an educational setting who have different individual needs	E	A/I
Experience of supporting learners on a 1:1 basis with a range of SEND and awareness of a variety of strategies to support learners with SEND including personal care	D	I
Experience of preparing/contributing to resources to support learning programmes	E	A/I
Experience of working in a team and individual working	E	A/I
Experience of keeping accurate and up to date records	E	A/I
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities	E	A/I
Interpersonal & communication skills to build and maintain effective relationships with all students and colleagues and to be able to liaise sensitively with parents and carers	E	A/I
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	E	A/I
Self-reliance, resourcefulness and the ability to work on own initiative	E	A/I
Ability to embrace and utilise the latest technology to improve efficiencies	E	A/I
To continually improve own practice/knowledge through self-evaluation and learning from others	E	A/I
Experience of using ICT to support completion of work tasks	E	A/I
Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	E	A/I
Understanding of the principles of child development and learning processes	E	A/I

Understanding of the wider safeguarding agenda working with children and young people	E	A/I
Understanding of equal opportunities and inclusion and how it applies in a school setting	E	A/I
Knowledge of relevant policies/codes of practice and an awareness of relevant legislation and the responsibilities of the role within these for promoting students' welfare	D	A/I
Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	D	A
Able to work flexibly as the workload demands (occasional out of hours working to support school events/trips)	E	A/I
Ethos		
Support and model the school's Christian ethos with integrity	E	A/I
Safeguarding		
Commitment to the protection and safeguarding of children and young people	E	A/I

A = Application, I = Interview, T = Task

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview