Bolton Metropolitan Borough Council

JOB DESCRIPTION

Department	EDUCATION & CULTURE
Job Title	TEACHING ASSISTANT LEVEL3
Grade	E
Primary Purpose of the Job	To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricular/resource area.
Responsible to	Head Teacher
Responsible for	n/a
Principal Responsibilities	Provide support for the pupil, teacher, curriculum and the school

MAIN DUTIES

1. **Support for the Pupil**

Establish good working relationships with pupils, acting as a role model and setting high expectations
Provide consistent support to pupils responding appropriately to individual pupil needs
Assist with the development and implementation of Individual Education Plans
Promote inclusion and acceptance of all pupils
Encourage pupils to interact with others and engage in activities led by the teacher
Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher
Use specialist (curricular/learning) skills/training/experience to support pupils

2 **Support for the teacher**

Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money etc)
Assist with the display of children's work
Establish and maintain an appropriate learning environment under the supervision of the teacher
Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate goals
Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
Administer routine primary tests and accurately record achievement/progress

Promote positive values and attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher supervision.

3 Support for the curriculum

Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism
Determine the need for, prepare and maintain general and specialist equipment and resources

4 Support for the school

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
Contribute to the school ethos, aims and development/improvement plans
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 as required
Participate in training and other learning activities as required
Establish own best practice and use to support others
Assist in the supervision, training and development of classroom support staff
Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours
Accompany teaching staff and pupils on visits, trips and out of school activities as required
Customer Care - To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others
Valuing Diversity -To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated	13 February 2004
Job Description prepared by	Kathryn Ball

Bolton Metropolitan Borough Council

PERSON SPECIFICATION

Department EDUCATION & CULTURE

Job Title TEACHING ASSISTANT LEVEL 3

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	**Skills and Knowledge**	
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
1.3	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
1.4	Excellent personal numeracy and literacy skills	Assessment
1.5	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate)	Application Form/Interview
1.6	Ability to adapt own approach in accordance with pupil needs	Application Form/Interview
1.7	Effective use of ICT to support learning	Application Form/Interview
1.8	Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
1.9	Working knowledge and understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.10	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
1.11	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.12	Experience of resources preparation to support learning programmes	Application Form/Interview
1.13	Ability to use other basic technology – video, photocopier	Application Form
1.14	**Customer Care -** Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Application Form/Interview

1.15	**Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
1.16	**Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview

2.	**Experience/Qualifications/Training etc**	
2.1	Minimum of 2 years experience of working with children in an educational setting (within specified age range/subject area)	Application Form
2.2	Requirement to complete DfES Teacher Assistant Induction Programme	Interview
2.3	Willingness to participate in relevant training and development opportunities	Application Form/Interview
2.4	Training in literacy/numeracy strategy	Application Form
2.5	Specialist subject knowledge curriculum/resources **(enter specific)**	Application Form

3.	**Work Related Circumstances – Professional Values & Practices**	
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Skills and Knowledge	

	2. Experience/Qualifications/Training etc	
2.1	NVQ 111 or equivalent in teaching assistance	Application Form
2.2	Training in special educational needs strategies	Application Form
2.3	Willingness to undertake appointed person certificate in First Aid	Interview

Note to Applicants**: Please try to show in your application form, how best you meet these requirements**

Date Person Specification prepared/updated 13 February 2004

Person Specification prepared by Kathryn Ball