Job Description	
Post:	Teaching Assistant – Level 3
Pay Scale:	Grade 5 (SCP) 12-17
Responsible to:	Headteacher
Main Location:	School based

Main Duties

It is expected at Level 3 the postholder will work with guidance to support teaching and learning support to the teacher, in addition to undertaking the core duties outlined in the Level 1 & Level 2 job descriptions.

Support for the Teacher

Provide support for learning activities by:

- supporting the teacher in planning learning activities.
- supporting the delivery of learning activities.
- supporting the teacher in the evaluation of learning activities.
- setting up, maintaining and dismantling displays.
- escort and supervise pupils on educational visits and out-of-school activities.

Support for Pupils

Help to keep children safe by:

- preparing and maintaining a safe and hygienic environment.
- dealing with accidents, emergencies and illness.
- supporting the safeguarding of children.
- supervising pupils during the school day, for example playground and lunchtime duties.
- supporting and implementing pupils' personal care programmes.
- contributing to processes and procedures for monitoring and improving attendance.
- assisting in the administration of medication.

Plan, deliver and evaluate teaching and learning activities by:

- planning teaching and learning activities under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
- delivering teaching and learning activities to achieve learning goals, which may include specialist support for pupils with learning, behavioural or communication difficulties, support for pupils where English is not their first language, support for gifted and talented pupils, and/or support within a particular curriculum area.
- assisting with the setting up and ongoing delivery of local and national learning strategies.
- being responsible for a class, delivering teaching and learning activities in the absence of the teacher.
- evaluating teaching and learning activities and outcomes, feeding back to the teaching team and using evaluation to inform future planning.

- selecting, developing and evaluating resources and materials to support teaching and learning.
- Deliver targeted small group interventions and catch-up programmes under the guidance of teaching staff, to accelerate progress and close attainment gaps for identified pupils.
- Deliver teaching and learning activities in the absence of the teacher for short-term, pre-planned absences only, in line with school policy and under the guidance of senior staff.

Support literacy and numeracy development by:

- supporting pupils to develop their reading, writing skills, speaking/talking and listening skills.
- supporting pupils to develop numeracy skills and to use and apply mathematics.
- enabling pupils to use literacy and numeracy skills to access the wider curriculum.

Use information and communication technology to support pupils' learning by:

- undertaking the preparation of ICT to support pupils' learning.
- supporting pupils' learning and confidence using ICT.

Observe and report on pupil performance and development by:

- assessing, recording and reporting on pupil progress and attainment.
- undertaking marking of pupil's work and invigilating tests/ exams as required.
- monitoring pupil achievements, addressing problem areas wherever possible or referring to the teacher so that relevant interventions can be put in place.
- Liaising with colleagues, professionals and external agencies where necessary to support families.

Contribute to the prevention and management of challenging behaviour in children and young people by:

- working with children and young people to identify goals and boundaries for acceptable behaviour
- supporting children and young people to manage challenging behaviour
- enabling children and young people to recognise and understand their behaviour and its consequences.

Support all pupils' learning activities by:

- recognising and responding to individual needs.
- engaging pupils with activities, promoting independent learning and utilising strategies to recognise and reward achievement.
- encouraging cooperation and interaction between pupils.
- working with others to develop learning programmes for gifted and talented pupils.
- supporting bilingual/multilingual pupils in accessing the curriculum.

Support SEN pupil's development by:

- contributing to the inclusion of children with disabilities or special educational needs.

- helping children with disabilities or special educational needs to participate in the full range of activities and experiences.
- supporting families to respond to children's needs.
- supporting children and young people with additional requirements to identify and develop plans to meet their personal support needs.

Facilitate children and young people's learning and development through mentoring by:

- identifying the learning and development needs of children and young people.
- planning with children and young people how learning and development needs will be addressed through mentoring.
- mentoring children and young people to achieve identified outcomes.
- reviewing the effectiveness of mentoring with children and young people.

Support for the School

Develop and promote positive relationships by:

- establishing and developing positive relationships with children and adults including parents, carers and other professionals.
- supporting children in developing positive relationships.
- promoting inclusion and acceptance of all pupils within the classroom.
- facilitating information sharing between the school and parents, carers and families.

Support the development and effectiveness of work teams by:

- contributing to effective team practice.
- contributing to the development of the school team.
- supervising the work of other support staff and trainees.
- providing administrative support to the teacher/department, including collecting and inputting pupil data and maintaining pupil records.

Lead an extra-curricular activity by:

- preparing and introducing children and young people to the activity.
- leading the activity.
- maintaining and encouraging effective working relationships during the activity.

Monitor and maintain curriculum resources by:

- monitoring and maintaining supplies of curriculum resources.
- organising and maintaining curriculum resources.

Invigilate tests and examinations by:

- preparing to run tests and examinations
- implementing and maintaining invigilation requirements

Professional standards and development

- Take responsibility for and participating in continuing professional development.
- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.

- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

Person Specification		
Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential / desirable	**Evidence**
Qualifications		
Possess a relevant NQF/QCF/RQF Level 3 qualification OR a Level 3 Teaching Assistant Apprenticeship qualification	Essential	A/ I/C
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent.	Essential	A/ I/C
Possess or be willing to work towards a full or emergence Paediatric First Aid certificate within 3 months of starting work	Essential	A/ I/C
Trained in relevant learning strategies and/or a particular learning or curriculum area	Essential	A/ I/C
Knowledge & Experience		
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Desirable	A/I
Understanding of inclusion within a school setting	Desirable	A/I
Experience of working with children at a relevant age and/or learning need within an education setting	Desirable	A/I/R
Experience of planning, delivering and evaluating teaching and learning activities effectively	Essential	A/I/R
Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes	Desirable	A/I
Experience of working within a school's ethos and supporting the aims of the school	Desirable	A/I
Understanding and working knowledge of principles of child development, learning styles and independent learning	Desirable	A/I/R

Full working knowledge of relevant policies/codes of practice/legislation	Desirable	A/I
Working knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	Desirable	A/I/R
Knowledge of the school and its setting/community	Desirable	A/I
Technical Skills & Ability		
Experience of effectively using ICT technology to advance learning, e.g.: computer, photocopier, interactive whiteboard	Desirable	A/ I
Ability to organise and manage learning activities in ways which keep children safe	Desirable	A/I
Possess creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	Desirable	A/I
Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	Desirable	A/I/R
Demonstrate and promote positive value, attitudes and behaviour you expect from pupils	Desirable	A/I/R
High expectation of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	Desirable	A/I
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Essential	A/I/R
Ability to build and maintain effective working relationships with all pupils and colleagues	Essential	A/I/R
Ability to promote a positive ethos, actively encourage and motivate children to advance their learning	Essential	A/I/R
Ability to continually develop and extend own working practices	Essential	A/I
Excellent written and verbal communication skills	Essential	A/I
Special working conditions		
Ability to attend occasional meetings outside of school hours	Essential	A/I
Assisting pupils in line with moving and handling guidelines when toileting, feeding and transferring	Essential	A/I
Ability to provide personal care to pupils – for example assisting with dressing, toileting if necessary	Essential	A/I
Lifting and carrying equipment as required	Essential	A/I

Personal characteristics		
Willingness to participate in relevant training and development opportunities	Desirable	A/I
The ability to communicate effectively and sensitively with children, young people, and colleagues	Essential	A/I/R
The ability to actively encourage and motivate children to advance their learning	Essential	A/I/R
Demonstrate a positive attitude to continuing personal development	Essential	A/I
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R