

Werneth Primary School Job Description

Teaching Assistant - Level 3

Purpose of the Role

To work under the guidance of designated teaching/senior staff, to implement agreed work programmes with individuals/ small groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term, unplanned absence of teachers. The primary focus will be to support teaching and learning within the school.

Summary of Main Duties and Responsibilities:

KEY TASKS – Support for Pupils

- Establish rapport and demonstrate respectful, trusting relationships with pupils, implementing the Behaviour and Relationships Policy with high levels of fidelity and acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- Supervise, assist and support pupils, including those with special needs, to access learning activities, through your knowledge of the curriculum and knowledge of how pupils learn.
- The role may include supporting and implementing pupils' personal programme, including Pastoral Support Plans; elements of SEND/EHCP plans; and/or social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to the development and implementation of Individual Education Plans and Behaviour/Pastoral Support Plans
- Promote self-esteem and independence amongst pupils.
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

KEY TASKS – Support for Teachers

- Promote positive values, attitudes and good pupil behaviour. Deal promptly with conflicts and incidents whilst encouraging pupils 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/activities, evaluating and adjusting lesson work / plans according to pupils' individual needs and to meet pre-determined learning objectives.
- Contribute to the planning and delivery of all areas of teaching and learning.
- Monitor and evaluate pupils' 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 pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
- Undertake routine marking of pupils' 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 pupil 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 pupils' work.
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework and production of work sheets for agreed activities

KEY TASKS – Support for the School

- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support the achievement and progress of pupils.
- Assist with activities outside the classroom, working as part of a team to supervise pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons.
- Accompany teaching staff and pupils 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 pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.

STANDARD DUTIES

- To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- To uphold and promote the values and the ethos of the school.

- To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- To 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.
- To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
- To attend and participate in relevant meetings as appropriate.
- To undertake any other additional duties commensurate with the grade of the post.

PERSON SPECIFICATION: TEACHING ASSISTANT – LEVEL 3

This person specification will be used in shortlisting and interview to select the best candidate. Each applicant should therefore address the person specification in their written application and where appropriate should give examples of how you meet the criteria.

	Essential	Desirable	Method of Assessment
Education and Qualifications			
NVQ 3 for Teaching Assistants or equivalent qualification or experience	√		Application/Interview
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	√		Application/Interview
Training in relevant learning strategies- including Phonics e.g. literacy/Key Stage 2 and/or training in a particular curriculum or learning area e.g. bilingual, sign language, dyslexia, ICT, Maths, English, CACHE etc	√		Application/Interview
Training in relevant trauma informed relational behaviour management strategies		√	Application/Interview
Paediatric First Aid certificate		√	Application/Interview
Experience			
Experience of working across different key stages (EYFS, KS1 and/or KS2)		√	Application/Interview
Experience of working with children in an educational setting who may have different individual needs e.g. SEND, EAL and/or inwardly mobile learners	√		Application/Interview
Experience of preparing/contributing to resources to support learning programmes- including contributing to teacher assessments	√		Application/Interview
Experience of delivering interventions and/or small group tuition	√		Application/Interview
Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation.	√		Application/Interview
Skills & Abilities			
Interpersonal skills to build and maintain effective working relationships with pupils and colleagues	√		Application/Interview
Communication skills to liaise sensitively and effectively with parents and carers	√		Application/Interview
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	√		Application/Interview
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these.	√		Application/Interview
To promote a positive ethos and good role model	√		Application/Interview
To continually improve own practice/knowledge through self-evaluation and learning from others	√		Application/Interview
Knowledge			
Knowledge of relevant policies/codes of practice and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare	√		Application/Interview
Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	√		Application/Interview
Understanding of the principles of trauma informed relational practice		√	Application/Interview
Understanding of the principles of child development learning processes	√		Application/Interview
Understanding of equal opportunities and an awareness of potential barriers children may have around learning	√		Application/Interview
Work Circumstances			
To work flexibly as the workload demands	√		Application/Interview



Occasional out of hours working to support school functions	√		Application/Interview