

NEW SEMH SECONDARY SCHOOL
TEACHING ASSISTANT LEVEL 3
JOB DESCRIPTION

1. INTRODUCTION

1.1 NAME OF POSTHOLDER: _____

1.2 JOB TITLE: Teaching Assistant Level 3

1.3 JOB PURPOSE: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

To supervise whole classes occasionally during the short term absence of teachers. The primary focus will be to maintain good order and to keep pupils on th learning task.

1.4 Line Management: Reporting to - HLTA
Responsible for - No line management responsibility

1.5 Liaising With: Headteacher, senior leadership team, middle leadership team, teachers, support staff, parents, carers, partners and agencies

1.6 Salary Scale: Grade 5

1.7 Working Time: 35 hours per week, 39 Weeks
(specific working pattern to meet the needs of the school)
Temporary Fixed Term Contract for 1 Academic Year with possible extension for further years, funding permitting, to provide both 1:1 support for a named pupil(s) and general classroom support.

1.8 CRB Disclosure Level: Enhanced

2. SUPPORT FOR PUPILS

2.1 Use specialist (curricular/learning) skills/training/experience to support pupils.

- 2.2 Assist with the development and implementation of IEPs.
- 2.3 Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- 2.4 Promote the inclusion and acceptance of all pupils within the classroom.
- 2.5 Support pupils consistently whilst recognising and responding to their individual needs.
- 2.6 Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- 2.7 Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- 2.8 Provide feedback to pupils in relation to progress and achievement.
- 2.9 Manage incidents of challenging behaviour positively and which may require restrictive physical intervention.

3. SUPPORT FOR THE TEACHER

- 3.1 Work with the teacher to establish an appropriate learning environment.
- 3.2 Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- 3.3 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- 3.4 Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters ensuring the availability of appropriate evidence.
- 3.5 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- 3.6 Undertake marking of pupils' work and accurately record achievement/progress.
- 3.7 Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- 3.8 Liaise sensitively and effectively with key workers, parents/carers and other stakeholders as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, as directed.
- 3.9 Administer and assess routine tests and invigilate exams/tests.

- 3.10 Provide general clerical/admin support, for example, photocopying, basic typing, filing, administering coursework, producing worksheets for agreed activities

4. SUPPORT FOR THE CURRICULUM

- 4.1 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- 4.2 Implement appropriate learning strategies, for example, literacy, numeracy and secondary, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 4.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 4.4 Help pupils to access learning activities through specialist support.
- 4.5 Determine the need for, prepare and maintain general and specialist equipment and resources

5. SUPPORT FOR THE SCHOOL

- 5.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 5.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 5.3 Contribute wholeheartedly to the overall ethos/work/aims of the school.
- 5.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- 5.5 Attend and participate in regular meetings as may be reasonably directed.
- 5.6 Participate in training and other learning activities as may be reasonably directed.
- 5.7 Recognise own strengths and areas of expertise and use these to advise and support others.
- 5.8 Provide appropriate guidance and supervision and assist in the training and development of other staff as may be reasonably directed.
- 5.9 Undertake planned supervision of pupils out of school hours, for example, reflections, enrichment and learning activities.
- 5.10 Supervise pupils on visits, trips and out of school activities as may be reasonably directed.

- 5.11 Implement a range of activities/courses to provide support for pupils at break times and at lunch times when required.

6. OTHER DUTIES

- 6.1 Undertake any other reasonable duties delegated by the Headteacher, commensurate with the job title and scale of the post.

7. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Staff)

Signed
(Headteacher)

Dated
(Staff)

Dated
(Headteacher)

Person Specification
Teaching Assistant Level 3

Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Qualifications/Training			
NVQ 3 for Teaching Assistants or equivalent qualification.	✓		A
GCSE (or equivalent) Maths and English Grades A-C or demonstrate numeracy and literacy competence at NVQ Level 2	✓		A
Basic First Aid training		✓	A
Positive handling training undertaken or commitment to undertake the training	✓		A, I
Experience			
Minimum two years' experience of working with or caring for children of a relevant age and/or learning need in a school environment		✓	A, I, R
Knowledge/Skills			
Can use ICT effectively to support learning	✓		A, I, R
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		A, I, R
Working knowledge of the Secondary curriculum and other relevant learning programmes/strategies		✓	A, I, R
Understanding of principles of child development, learning processes and proven strategies to support pupils to overcome barriers to learning.	✓		A, I, R
Ability to identify own training and development needs and co-operate with means to address these	✓		A, I, R
Ability to relate well to children and adults	✓		A, I, R
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		A, I, R

Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Other Requirements			
Positive recommendation from the current employer through written references	✓		R
Attendance record satisfactory to the Governing Body	✓		R
Qualified driver and car owner	✓		A
Commitment to extra-curricular trips and enrichment activities.	✓		A, I, R