

**JOB DESCRIPTION**

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| **School** | SPRINGSIDE PRIMARY SCHOOL |
| **Job Title** | teaching assistant Level 3 |
| **Grade** | scale E 11-17 |
| **Responsible to** | Class Teachers, Senior Leadership/Exec |

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| **PRINCIPAL RESPONSIBILITIES** |
| **Summary of Role**  To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.  To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.  Work may be carried out in the classrooms or outside the main teaching area.  **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.** |

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| **1. Support for Pupils** | |
| 1.1 | To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported. |
| 1.2 | To supervise and provide particular support for pupils, ensuring their safety and access to learning activities |
| 1.3 | Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:  • clarifying and explaining instructions;  • ensuring the child is able to use equipment and materials provided;  • assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation;  • helping children to concentrate on and finish work set;  • meeting physical needs as required whilst encouraging independence;  • assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;  • developing appropriate resources to support the children;  • providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher. |
| 1.4 | To establish a constructive relationship with the pupils and interact with them according to individual needs; |
| 1.5 | To promote the inclusion and acceptance of all children; |
| 1.6 | To set challenging and demanding expectations and promote self-esteem and independence; |
| 1.7 | To provide the necessary pastoral care to enable children to feel secure and happy; |
| 1.8 | To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher; |

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| **2. Support for Teachers** | |
| 2.1 | Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils |
| 2.2 | Monitor pupil’s responses to learning activities and accurately record achievement as directed; |
| 2.3 | Assess, record and report on development, progress and attainment as agreed with the teacher |
| 2.4 | Contribute to the maintenance of children’s progress records; |
| 2.5 | Participate in the evaluation of the support programme; |
| 2.6 | Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour; |
| 2.7 | Establish constructive relationships with parents/carers; |
| 2.8 | Administer routine tests and undertake routine marking of children’s work; |
| 2.9 | Support class teachers in photocopying and other tasks in order to support teaching |
| 2.10 | Assist with display of pupils’ work in the classroom and around school |

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| **3. Support for the curriculum** | |
| 3.1 | Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses; |
| 3.2 | Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher; |
| 3.3 | Support the use of ICT in learning activities and develop pupils’ competence and independence in its use; |
| 3.4 | Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum |

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| **4. Support for the School** | |
| 4.1 | Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. |
| 4.2 | Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. |
| 4.3 | Contribute to the overall ethos/work/aims of the school. |
| 4.4 | Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. |
| 4.5 | Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. |
| 4.6 | Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others. |
| 4.7 | Deliver out of school learning activities within guidelines established by the school. |
| 4.8 | Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class. |
| 4.9 | Improve one’s own practice through training, self-evaluation, and performance management |
| 4.10 | 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 |

## 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.

**Developing Self and Others** - Ability to critically analyse self and others in order to access relevant training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support others’ learning and share learning with others.

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**Person Specification**

**Qualifications**

• A good level of English and Maths

* Teaching Assistant Level 3 desirable

• A Childcare qualification would be desirable

**Experience/Knowledge**

* Proven successful experience of working with children in an educational setting to at least Teaching Assistant Level 3.
* Experience of working in EYFS
* Understand the importance of lesson planning, IEPs and learning objectives to contribute to learning
* Knowledge and understanding of the importance of the school’s Health and Safety policy
* Understanding of and commitment to work within the scope of the Trust’s equal opportunities policy
* Proven record in teaching set work to classes and groups of children

**Skills and abilities**

* Ability to work as part of a team
* Ability to communicate effectively with a range of people
* Excellent listening skills
* Well organised and practical
* Ability to diffuse conflict
* Adaptable and flexible
* Calm under pressure
* Ability to form and maintain a range of Teaching and Learning strategies
* Ability to form and maintain appropriate professional relationships and boundaries with children and parents
* Ability to organise and deliver classroom activities
* Ability to implement a range of Teaching and Learning strategies
* Ability to deal with sensitive information in a confidential manner Additional factors • Have a caring and positive nature
* Prompt and reliable
* Prepared to undergo training appropriate to the post
* Work in line with the Trust’s behaviour policy
* Work within the guidelines of the Safeguarding Children and Young People’s policy
* Willingness to attend and participate in meetings to review pupil progress
* Ability to monitor and evaluate pupil performance