

Job Title: Teaching Assistant (ALN) - Level 3

Post Number:

Service / Section: Learning / Ysgol Goronwy Owen

Grade: 3

Overall Job Purpose:

As a registered professional practitioner with the Education Workforce Council, working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

To comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.

Main Duties / Responsibilities:

1. To provide additional learning provision and pastoral support.
2. Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
3. Attend to pupils' personal needs and provide advice in their social, health and hygiene development including developing their independence skills.
4. Attend to pupil's personal needs and implement related personal programmes, including social, health/medical, physical, hygiene, first aid, toileting, feeding and mobility.
5. Following training, administer medication in accordance with the procedures for LEA and school policies.
6. Participate in comprehensive assessment of pupils to determine those in need of particular help.
7. Assist the teacher with the development and implementation of Individual Development/Behaviour/Support/Mentoring Plans.
8. Support provision for pupils with additional learning needs.
9. Establish productive working relationships with pupils, acting as a role model.
10. Develop one-to-one mentoring arrangement with and provide support for distressed pupils.
11. Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
12. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
13. Challenge and motivate pupils, promote and reinforce self-esteem.
14. Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.
15. Liaise with feeder schools and other relevant bodies to gather pupil information.
16. Support pupils' access to learning using appropriate strategies, resources, etc.
17. Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
18. Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.

19. Provide objective and accurate feedback and reports as required to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
20. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
21. Assist in the development and implementation of appropriate behaviour management strategies.
22. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home-to-school and community links.
23. Assist in the development, implementation and monitoring of systems relating to attendance and integration.
24. Clerical/admin support, e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions, etc., making phone calls, etc.
25. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
26. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
27. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
28. 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.
29. Be aware of and support differences, and ensure all pupils have equal access to opportunities to learn and develop.
30. Contribute to the overall ethos/work/aims of the school.
31. Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
32. Attend and participate in regular meetings, including weekly staff meetings.
33. Participate in training and other learning activities, as required.
34. Recognise own strengths and areas of expertise and use these to advise and support others.
35. Assist in the supervision, training and development of staff.
36. Implement planned supervision of pupils out of school hours.
37. Supervise pupils on visits, trips and out-of-school activities as required.

Person Specification:

Essential (E)
Desirable (D)

Education and Training

The minimum educational requirements/professional or vocational qualifications for the post:

1. Very good numeracy/literacy skills **E**
2. NVQ Level 3 for Teaching Assistants or equivalent relevant qualification or experience e.g. braille qualification RNIB, or sign language qualification BSL Level 2. **E**
3. NVQ Level 4 for Teaching Assistants or equivalent relevant qualification or experience **D**

Any specific training required for the post Incl. Certification

4. Training in relevant strategies to support learning **E**
5. First aid training as appropriate **D**
6. Safeguarding **E**

Key Competency Requirements – Job Related Knowledge

7. Experience of working with pupils with additional needs	E
8. Full working knowledge of relevant policies/code of practice and awareness of relevant legislation.	E
9. Working knowledge of National Curriculum and other relevant learning programmes	E
10. Understanding of principles of child development and learning processes and, in particular, barriers to learning.	E
11. Full understanding of the range of support services/providers	E
Specific skills critical for effective performance	
12. Effective use of ICT to support learning	E
13. Use of other equipment and basic technology, e.g. video, photocopier	E
14. Work constructively and flexibly as part of a team, understanding classroom roles and responsibilities and your own position within these.	E
15. Ability to plan effective actions for pupils at risk of underachieving.	E
16. Ability to self-evaluate learning needs and actively seek learning opportunities	E
Managerial skills critical for effective performance	
17. Ability to assist in the supervision, training and development of other staff.	E
<u>Personal Attributes</u>	
18. Ability to relate well to children and adults	E
19. Participation in development and training opportunities	E
20. Maintain strictest confidentiality and data protection	E

Position in the Organisation:

Reports to:	The Headteacher or other person designated by the Headteacher.
Staff Supervised:	N/A

Working Arrangements and Conditions:

Working Week:	Monday – Friday (during the school term – 39.0 weeks)
Identified Work Base:	Ysgol Goronwy Owen
Contracted Hours:	32.5 hours per week, term time

Language Requirements

Welsh Language Skills (Please see the skills framework attached)

Listening (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Reading (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Speaking (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Writing (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>

English Language Skills (Please see the skills framework attached)

Listening (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Reading (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Speaking (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>
Writing (Tick One)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 5 <input type="checkbox"/>

Flexibility

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the post-holder to be developed and maximised to the mutual benefit of both employer and employee.

Date of preparation of this job description document: March 2023

Language Skills - Workplace Assessment Levels

(i) Listening

0	No skills
1	Able to understand basic enquiries in Welsh /English
2	Able to understand a basic social conversation in Welsh / English
3	Able to follow routine conversations involving work between fluent Welsh / English speakers
4	Able to follow the majority of conversations involving work including group discussions
5	Able to understand all conversations involving work

(ii) Reading

0	No skills
1	Able to read basic words and phrases, e.g. signs or short and simple notes
2	Able to read basic material involving work (slowly)
3	Able to read routine material with a dictionary
4	Able to read the majority of material in own area
5	Able to understand all material involving work

(iii) Speaking

0	No skills
1	Able to conduct a general conversation [greetings, names, saying, placenames]
2	Able to answer simple enquiries involving work
3	Able to converse with someone else, with some hesitancy, regarding routine work issues
4	Able to speak the language in the majority of situations using some Welsh / English words
5	Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary

(iv) Writing:

0	No skills
1	Able to write basic messages
2	Able to answer simple correspondence with assistance
3	Able to draft routine text, with editing assistance
4	Able to prepare the majority of written material related to the area, with some assistance in terms of revision
5	Skilled – able to compete written work without the need for revision