

**Job Title:** Teaching Assistant - Level 3 - Support & Delivering Learning/Cover Supervisor

**Post Number:** 0783

**Service / Section:** Learning / Ysgol Gyfun Llangefni

**Grade:** 3

### Overall Job Purpose:

As a registered professional practitioner with the Education Workforce Council, To work under the guidance of teaching and/or members of the school leadership team and within an agreed system of supervision. To support individuals and groups of pupils to enable access to learning. This could include those requiring detailed and specialist knowledge in particular areas. To contribute to the teacher's planning cycle, to ensure all pupils have equal access to learning.

To occasionally supervise whole classes during the short-term absence of teacher. The main focus of such cover will be to respond to questions, assist pupils to undertake set activities and stay on task and maintain order.

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. Use specialist (curricular/learning) skills/training/experience to support pupils.
2. Assist with the development and implementation of IEPs and IBPs.
3. Establish purposeful working relationships with pupils and engender high expectations.
4. Promote the inclusion and acceptance of all pupils within the classroom.
5. Attend to pupils' personal needs and provide advice in their social, health and hygiene development including developing their independence skills.
6. Attend to pupil's personal needs and implement related personal programmes, including social, health/medical, physical, hygiene, first aid, toileting, feeding and mobility.
7. Following training, administer medication in accordance with the procedures for LEA and school policies.
8. Support pupils consistently while recognising and responding to their individual needs.
9. Encourage pupils to interact and work co-operatively with others.
10. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
11. Provide effective feedback to pupils in relation to programmes, and recognise and reward

achievement, including behaviour and attendance.

12. To invigilate internal and external examinations when required.
13. Work with the teacher to create a purposeful, orderly and supportive learning environment.
14. Work with the teacher in lesson planning, evaluation and adjusting lessons/work plans as appropriate.
15. Monitor and evaluate pupils' responses to learning activities through observation and the recording of achievement against pre-determined learning objectives.
16. Provide general clerical/administrative support, e.g. administer coursework, and produce worksheets for agreed activities.
17. Provide the teacher as requested with oral and written feedback on pupils' progress and achievement.
18. As agreed with the teacher, be responsible for keeping and updating records. As requested, contribute to the review of school record-keeping systems.
19. Implement agreed learning activities and teaching programmes.
20. Implement programmes linked to local learning strategies, e.g. literacy, numeracy, ICT.
21. Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
22. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
23. Help pupils to access learning activities through specialist support.
24. Determine the need for, prepare and maintain general and specialist equipment and resources.
25. Support for the Curriculum when supervising classes in the absence of a teacher.
26. To collate a bank of supervision work in liaison with the relevant members of the teaching staff.
27. Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. **This should also include behaviour management for cover supervisors.**
28. Contribute to the overall ethos/work/aims of the school, including Cwricwlwm Cymreig
29. Establish purposeful relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress for pupils.
30. Attend and participate in regular meetings, including weekly staff meetings.
31. Participate in training and other learning activities as required.
32. Recognise own strengths and areas of expertise and use these to advise and support others.
33. Provide appropriate guidance and supervision and assist in the training and development of other support staff as appropriate.
34. Undertake planned supervision of pupils' out-of-school-hours learning activities.
35. Supervise pupils on visits, trips and out-of-school activities as required.

### **Support for pupils when supervising classes in the absence of the teacher**

36. To register and record student attendance in lessons.
37. To instruct students regarding the work left by their teacher.
38. To provide students with the necessary resources for their learning.
39. To ensure orderly entrance and exit of classrooms.
40. To create a calm and purposeful environment in which pupils can complete work set by the classroom teacher.
41. To follow school systems and procedures on behaviour management.
42. To manage resources effectively and ensure classrooms are left tidy and ready for the next lesson.
43. To collect any completed work after the lesson and return it to the appropriate teacher.
44. To liaise with teacher(s) about cover work.

**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.g. literacy or specific areas of hearing, sign language, dyslexia, ICT, Maths and English **E**
5. First aid training as appropriate **D**
6. Safeguarding **E**

**Key Competency Requirements – Job Related Knowledge**

7. Experience of working with pupils of relevant age **E**
8. Full working knowledge of relevant policies/code of practice and awareness of relevant legislation. **E**
9. Working knowledge of National/Foundation Phase, Curriculum 14-19 pathways 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**
17. Have the necessary skills to manage safely classroom activities and the physical learning space. **E**
18. Understand and be able to use a range of strategies to deal with classroom behaviour as a whole and with individual behaviour. **E**

Managerial skills critical for effective performance

19. Ability to provide appropriate guidance and supervision and assist in the training and development of other support staff as appropriate **E**

**Personal Attributes**

- 20. Ability to relate well to children and adults
- 21. Participation in development and training opportunities
- 22. Maintain strictest confidentiality and data protection

E  
E  
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 Gyfun Llangefni

**Contracted Hours:** 32.5 hours per week, term time

**Language Requirements**

**Welsh Language Skills** (Please see the skills framework attached)

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

**English Language Skills** (Please see the skills framework attached)

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

## 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 complete written work without the need for revision   |