

# Job Description and Person Specification

<b>Job Title:</b> Teaching Assistant – Level 3	<b>Grade:</b> 6
<b>Department:</b> Education & Inclusion Services	<b>Accountable to:</b> Headteacher
<b>Contractual Terms:</b> As determined by the school	<b>DBS Requirement:</b> Enhanced

## Overall Purpose of the Job

To work under the guidance of Teaching/Senior Support staff and using own initiative to implement agreed work programmes with individuals/groups both inside and outside of the classroom, including offsite activities. This should include those requiring detailed and specialist knowledge of the foundation phase and KS2 curriculum and will involve assisting the Teacher/Senior Support staff with the whole planning cycle and the management/preparation of resources. The postholder may also supervise whole classes occasionally during the short term absence of Teachers (maximum of 1 day).

## Job Description

### Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils i.e. interventions, whether inside the classroom or in the outside classroom environment.
- Assist the teacher/senior support staff with the development and implementation of IEPs/BEPs
- Establish constructive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance of pupils
- Provide feedback to pupils in relation to progress and achievement
- With relevant training provided, attend to the personal needs of pupils and implement related personal programmes, including social, health, physical, hygiene, emergency aid, medical support and welfare needs.
- To assist with pupils toileting needs as and when required. There is an expectation that the school work in partnership with parents/guardians and health care professionals to implement a toilet training programme when required.

### **Support for the Teacher/Senior Support Staff**

- Work with the Teacher/Senior Support staff to establish an appropriate learning environment in accordance with lesson plans and assist with the display of pupils work
- Assist the Teacher/Senior Support staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- 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, to the Teacher/Senior Support staff on pupil achievement, progress and issues, ensuring the availability of appropriate evidence
- Be responsible in conjunction with the Teacher/Senior Support staff for keeping and updating records as agreed, contributing to reviews of systems/records as requested
- Undertake on behalf of the Teacher/Senior Support staff accurate marking of pupils work and record achievement progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy, encouraging pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/guardians/carers as agreed with the Teacher/Senior Support staff and participate in feedback sessions with parents/guardians/carers under the direction of the Teacher/Senior Support staff
- Under the direction of the Teacher/Senior Support staff, administer and assess routine tests and invigilate examinations
- Provide routine administrative classroom support for the teacher/support staff i.e. photocopying, typing, filing
- Under the direction of the Teacher/Senior Support staff prepare and clear equipment and areas, including the outdoor classroom environment, utilised in the provision of a foundation phase curriculum

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Undertake structured and agreed learning activities, differentiating them according to pupil requirements
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, Foundation Phase under the guidance of the Teacher/Senior Support staff
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Provide specialist support through learning activities for pupils
- Prepare and replenish equipment/resources for pupils i.e. whiteboard pens, pencils, rulers etc. and assist pupils in their use
- Facilitate a safe and challenging learning environment wherever the activities take place

### **Support for the School**

- Be aware of and comply with policies and procedures including child protection, health and safety, security, confidentiality, data protection etc
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Respect and support the role of other professionals within the school
- Attend relevant meetings when required within contracted hours. **Appropriate payment or**

### TOIL provided if carrying out any duties outside of contracted hours

- Supervision of pupils during contractual hours when they are out of lessons i.e. break time, lunchtime, end of school day as required
- Supervise pupils on visits, school trips as required within contracted hours. **Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours**

### General responsibilities

- To be responsible for your own continuing self-development and to participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- Actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of service users
- To carry out health and safety responsibilities in accordance with the School's Health & Safety Responsibilities document.

### **PROTECTING CHILDREN AND VULNERABLE ADULTS IS A CORE RESPONSIBILITY OF ALL STAFF. STAFF ARE EXPECTED TO ALERT THEIR MANAGER TO ANY CONCERNS THEY MAY HAVE REGARDING THE ABUSE OR INAPPROPRIATE TREATMENT OF A CHILD OR YOUNG PERSON, OR VULNERABLE ADULT**

To undertake such other duties and responsibilities commensurate with the grade as may be reasonably required by the Headteacher or as a mutually agreed development opportunity.

The contents of this document will be subject to an annual review in consultation with the post holder. Job descriptions may be amended to reflect and record such changes and be Job Evaluated

## Person Specification

The Person Specification sets out the knowledge and/or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Qualifications** section describes the required standards needed to undertake this particular role.

The **Experience** section describes what is required in terms of what is needed to undertake this job.

The **Knowledge/Skills/Personal Competencies** section describes the kinds of technical, non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Shortlisting and appointment through Application - A, Interview - I and References - R

Attributes	Essential	Desirable
<b>Qualifications</b>  <b>A</b>	<ul style="list-style-type: none"> <li>• Level 3 Teaching Assistant qualification or equivalent qualification or equivalent experience</li> </ul>	<ul style="list-style-type: none"> <li>• First aid qualification or a commitment to undertake the qualification</li> <li>• Training in the relevant learning strategies i.e literacy, numeracy interventions</li> </ul>
<b>Experience</b>  <b>A</b>	<ul style="list-style-type: none"> <li>• Experience of working with or caring for children of relevant age range of post</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> <li>• Experience of working in the Foundation phase of a school</li> </ul>
<b>Knowledge/Skills/Personal Competencies</b>  <b>I and R</b>	<ul style="list-style-type: none"> <li>• Welsh Language Level 1 - All employees will be required to undertake a basic Welsh Language Induction to reach this level. Please refer to The Welsh Language Skills Guidance online <a href="http://www.rctcbc.gov.uk/WelshSkills">www.rctcbc.gov.uk/WelshSkills</a></li> <li>• Can use ICT effectively to support learning</li> <li>• Good organisational skills</li> <li>• Ability to solve problems on a day to day basis</li> <li>• Ability to work as part of a team, with minimal supervision and to act on own initiative</li> <li>• Ability to cope with conflicting demands, deadlines and interruptions</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh Language Level 2 - Level 5. Please refer to The Welsh Language Skills Guidance online <a href="http://www.rctcbc.gov.uk/WelshSkills">www.rctcbc.gov.uk/WelshSkills</a></li> <li>• Experience of using equipment technology i.e. Photocopier, DVD player, interactive whiteboard</li> <li>• General understanding of national/foundation stage curriculum and awareness of relevant legislation</li> <li>• Ability to self evaluate learning needs and actively seek learning opportunities</li> </ul>

	<ul style="list-style-type: none"><li>• Empathy with adults, children and young people</li><li>• Firm commitment to continuous professional development</li></ul>	
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<p><b><u>Requirement of the post:</u></b></p> <ul style="list-style-type: none"><li>• Satisfactory pre-employment checks</li><li>• EWC Registration</li></ul>	
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