The Firs Primary School: Job description for TA 3 in EYFS

JOB TITLE: Teaching Assistant 3
SALARY RANGE: Points 22-25
HOURS: Full time

**NJC LEVEL 3** - 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.

**SUPPORT FOR PUPILS**

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs.
- Establish productive 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.
- Provide feedback to pupils in relation to progress and achievement.

**SUPPORT FOR THE TEACHER**

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher 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 on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher and contributing to reviews of systems/records as requested.
- Undertake marking of pupils’ work and accurately record achievement/progress.
- 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.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Provide general clerical/admin. support

**SUPPORT FOR THE CURRICULUM**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

**SUPPORT FOR THE SCHOOL**

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

| Experience | As TA1, TA2 plus:  
Experience working with children of relevant age |
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| Examples of recommended qualifications, knowledge and training requirements | As TA1, TA2 plus:  
Very good numeracy/literacy skills  
NVQ 3 for Teaching Assistants or equivalent qualification or experience (or working towards)  
Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.  
Appropriate first aid training. |
| Knowledge/Skills | As TA1, TA2 plus:  
Can use ICT effectively to support learning.  
Use of other equipment/technology i.e. video, photocopier etc.  
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.  
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.  
Understanding of principles of child development and learning processes.  
Ability to self-evaluate learning needs and actively seek learning opportunities.  
Ability to relate well to children and adults.  
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. |