Job Profile
Teaching Assistant
Level 3

Job purpose:
To provide support to teaching staff and students and to oversee access to learning and support programmes and to assist the teacher in the management of pupils and classroom.

To supervise whole classes when required in the short term absence of a teacher and/or to provide support to teaching staff and students.

To give support for SEN pupils providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required

Reporting to: Teachers/senior staff – teaching and non-teaching
Responsibility for - Staff None
Liaising with: Pupils, teachers, senior staff, parents/carers, visitors to the school
Grade of post: G4
Gauge ref: A23289
Disclosure level: Enhanced

Job Outline

- Under the direction of the teacher to implement learning activities for individual students and/or small groups.
- To oversee distribution of books, equipment, worksheets as directed by the teacher
- To provide specialist support to students with barriers to learning on a one to one basis, in a small group or in or out of the classroom
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- To regularly communicate detailed feedback to the teacher
- To manage the behaviour of students whilst they are undertaking work with them according to their individual needs.
- To promote the inclusion and acceptance of all pupils.
- To assist with the supervision of pupils out of lesson times, including before and after school, lunch and play times as may be reasonably directed.
- To accompany teaching staff and pupils on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as directed by the teacher.
- To support and make use of the schools disciplinary and reward system.
- To undertake exam/test invigilation if required.
- To support the administration/office function when not required for cover duty.
- To comply with safeguarding policies and supporting procedures.
- To liaise with a range of people including parents/carers and external agencies.
- To assist in the development and implementation of education / behaviour / support / mentoring plans.

TA-level-3-G4 including Pastoral
- To deliver pre-determined IEP’s to pupils reporting those in need of particular support.
- To deliver intervention strategies and intervention packages, both internal and external, for vulnerable students.
- To supervise pupils who are not working to a normal timetable.
- To update record systems and follow processes in line with child protection regulations.

Other Specific Duties

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in the staff review and development appraisal process.

Health and Safety Training

To undertake Health and Safety Training on areas within the designated work area.
SIGNATURES / AUTHORISATION

Job profiles are general, rather than explicitly describing any particular role and staff would not necessarily be expected to carry out all of the activities described. However staff may also be expected to undertake some duties which are not detailed in the job profile.

I/we agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed Governors: __________________________ Date ______________

Signed Headteacher: _________________________ Date ______________

Signed Jobholder: __________________________ Date ______________

Print Name Jobholder: ________________________ NI No: ______________

School Name: ______________________________

DFES

__________________________________________

Please sign and return to your manager.
Person Specification / Selection Criteria Teaching Assistant Level 3

A. Experience

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
<th>A = Application</th>
<th>I = Interview</th>
<th>R = References</th>
<th>T = Task/Observation</th>
<th>P = Presentation</th>
</tr>
</thead>
</table>

- Previous experience of working with children of a relevant age
  - **E**
  - **A, I**

- Experience and understanding of Every Child Matters within a school setting
  - **D**
  - **A, I**

B. Training and Qualifications

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
<th>A = Application</th>
<th>I = Interview</th>
</tr>
</thead>
</table>

- NVQ level 2 or equivalent qualification or comparable level of experience
  - **E**
  - **A, I**

- Good standard of numeracy & literacy skills
  - **E**
  - **A, I**

- Willingness to undertake further relevant training
  - **E**
  - **I**

- Willingness to undertake basic first aid
  - **D**
  - **A, I**

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
<th>A = Application</th>
<th>I = Interview</th>
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</thead>
</table>

- Knowledge of how to use relevant equipment/resources including ICT packages
  - **E**
  - **A, I**

- Understanding of the national/foundation stage curriculum and other basic learning programmes in order to give appropriate support and preparation to children
  - **D**
  - **A, I**

- Awareness of behaviour management and strategies
  - **D**
  - **A, I**

- Knowledge of Health and Safety
  - **D**
  - **A, I**

- Understanding of the principles of child development and learning processes
  - **E**
  - **A, I**

- Knowledge of the policies/codes of practice and awareness of relevant legislation
  - **E**
  - **A, I**

- Understanding of LA support services
  - **D**
D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

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<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>Ability to use different approaches</td>
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<td>D</td>
<td>A, I</td>
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<tr>
<td>to deal with whole classroom and</td>
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<tr>
<td>individual behaviour</td>
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<tr>
<td>Ability to communicate with and</td>
<td>E</td>
<td></td>
<td>A, I</td>
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<tr>
<td>relate well to pupils and adults</td>
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<td>Ability to work under supervision</td>
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<td></td>
<td>A, I</td>
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<td>and as a team member.</td>
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<td>Ability to work in accordance with</td>
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<td>A, I</td>
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<tr>
<td>the schools health and safety policies.</td>
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<td>Ability to recognise own learning</td>
<td>E</td>
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<td>A, I</td>
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<td>needs and seek further opportunities.</td>
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<td>Ability to deal with minor injuries.</td>
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<td>D</td>
<td>A, I</td>
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<td>Ability to engage and influence</td>
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<td>D</td>
<td>A, I</td>
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<tr>
<td>others</td>
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<td>Willingness to work outside of</td>
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<td>D</td>
<td>A, I</td>
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<td>normal school hours when required</td>
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<td>Ability to identify own training and</td>
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<td>A, I</td>
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<td>development needs</td>
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E. Legal Issues

<table>
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<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legally entitled to work in the UK</td>
<td>E</td>
<td></td>
<td>A, I</td>
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