



JOB DESCRIPTION & PERSON SPECIFICATION

JOB TITLE:	Teaching Assistant (Level 3)
SCHOOL:	Fir Bank Primary School
GRADE:	4, SCP 12-17

Main Purpose of Job

1. To work under the guidance of the class teacher, plan, deliver and evaluate teaching and learning activities
2. To provide general support to the class teacher in the management and organisation of the pupils and the classroom
3. To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
4. To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop
5. To be responsible for promoting and safeguarding the welfare of children and young people within the school

Main Responsibilities

Support for the Pupils/ Families

- To plan, deliver and evaluate teaching and learning activities under the direction of the class teacher.
- To contribute to the assessment for learning
- To support pupil's behaviour, emotional and social development
- To work with pupils, understanding how to motivate and encourage them to develop and achieve.
- To provide support for pupils to broaden and enrich their learning
- To work with the SENCO and other teachers to develop and implement PCR's
- To promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work co-operatively with others and engage in all activities

- To work with groups of children and to take responsibility for their learning in key areas of the curriculum (English, Maths, Computing and Science)
- To support children with disabilities or special educational needs
- Undertake routine marking of pupils' work and accurately record achievement/progress in line with the school's policy

Support for the Teachers

- Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems
- To establish and maintain constructive relationships with parents/carers by:
 - supporting their role in pupils' learning
 - providing constructive feedback on pupil's progress and achievements
 - facilitating their support for their child's attendance
 - support home to school/community links
- To develop behaviour management strategies. To be proactive in managing behaviour and promote self-control, independence and integration
- To support pupil transitions and attend parents' evenings as appropriate
- To accompany teachers and classes on educational visits
- To work with the class teacher to complete administration tasks and prepare displays

Support for the School

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
- To contribute to overall ethos/work/aims of the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To attend and participate in regular meetings, and in training and other activities as required
- To assist in the general care of the school environment

- To assist with children at the beginning and end of the day, in the playground, during sporting activities and any other reasonable duties as requested by the Co-Head Teachers
- To participate in the appraisal system for support staff
- Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings

Support for the Curriculum

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary
- To use and prepare specialist equipment, plans and resources necessary to support learning activities, considering pupil's interests, language and cultural backgrounds
- To assist with the development of Literacy, Numeracy and computing skills to support their use in learning activities

Job Title: Teaching Assistant - Level 3

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	NVQ 3 for Teaching Assistants or equivalent qualification		AF / I
	Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework		AF / I
	Willingness to undertake training in relevant learning strategies e.g. literacy/ Numeracy etc		AF / I
		Relevant First Aid certificate <i>(or a willingness to undertake training)</i>	AF/I
		Midas Training <i>(or a willingness to undertake training)</i>	AF/I
		Pool side assistance training <i>(or a willingness to undertake training)</i>	AF/I
Experience	Working with or caring for children of primary age (4-11)		AF / I
	Experience of working with learning resources and helping with their preparation to support learning programmes for children with additional needs.		AF / I
	Experience of effectively using ICT to prepare resources.		AF / I
	To have experience in	Resolving problems in the operation of ICT equipment	AF/I

	working with KS2 children in supporting learning in core areas of the curriculum		AF/I
Skills & Abilities	To be able to support children in their learning throughout the primary age range		AF / I
	Interpersonal skills to build effective working relationships with pupils and colleagues		AF / I
	Communication skills to liaise sensitively and effectively with parents and carers		AF / I
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these		AF / I
	To promote a positive ethos and be a good role model		AF / I
	To continually improve own practice/knowledge through self evaluation and learning from others and participation in CPD		AF / I
	Use information and communication technology to support pupil's learning		AF/I
Knowledge	To understand a child's development and learning.		AF / I
	To understand the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role		AF / I
	To understand national/foundation stage curriculum and other relevant		AF / I

	<p>learning programmes/strategies</p> <p>To understand equal opportunities and an awareness of potential barriers children may have around learning</p>		AF / I
Work Circumstances	<p>To work flexibly as the workload demands</p> <p>Occasional out of hours working to support school functions</p> <p>To undertake appropriate training relevant to the role.</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

Abbreviations: AF = Application Form; I = Interview

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview