

Post Title: TEACHING ASSISTANT (LEVEL THREE)	
Division/Section: EDUCATION	Post Grade: Grade 7, Scalepoint 7 -11
Location: Higher Lane Primary School Part of Vision Multi Academy Trust	Hours: 32.5
Purpose and Objectives of Post: To work under the guidance of teaching/senior staff and within an agreed system of supervision (subject to the direction and supervision of a teacher), 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. Supervision of whole classes during the short term absence of teachers.	
Accountable to: Head Teacher	
Immediately Responsible to: Class Teacher	
Relationships: (Internal and External) Governors, Head Teacher, Teachers, Support Staff, Pupils	

Job Description

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education Plans.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact with others and work cooperatively with others and engage all pupils in activities.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

SUPPORT FOR THE TEACHER

- Assist with the display of children's work
- Establish and maintain an appropriate learning environment with the teacher.
- Contribute to 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 in agreed format with the teacher, contributing to reviews of systems/records as necessary.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Administer and assess routine primary tests and invigilate exams/tests.
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction.

Provide general clerical/admin support eg.administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil learning styles and individual responses/needs.
- Implement local and national learning strategies eg literacy, numeracy, KS3 effectively utilising all alternative opportunities to support extended development.
- 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 eg., curriculum/SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE SCHOOL

- Assist in the training and development of classroom support staff including supervision of volunteers, trainees.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/aims/work 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 as appropriate.
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Act as a cover supervisor, supervising whole classes occasionally during the short term absence of teachers. Maintain good order and keep pupils on task. Respond to pupils questions and generally assist pupils to undertake set activities.
- Undertake planned supervision of pupils out-of-school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

<u>ASSESSMENT METHOD</u>	<u>SHORT-LISTING CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<u>APPLICATION FORM / INTERVIEW</u>	QUALIFICATIONS/TRAINING A Diploma in Childcare and Education; NVQ in Children's Care, Learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning or equivalent qualification is essential.	<u>✓</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Training in the relevant strategies eg. literacy/numeracy or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT (schools may wish to specify level/type of qualification/training).	<u>✓</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Requirement to complete Dfes Teacher Assistant Induction Programme	<u>✓</u>	
<u>APPLICATION FORM / INTERVIEW</u>	EXPERIENCE Substantial experience of working with children (within a specified age range or subject area) within an educational setting. Experience of the successful use of behaviour management strategies. Experience of working with children with Autistic Spectrum Disorder.	<u>✓</u>	<u>✓</u> <u>✓</u>
<u>APPLICATION FORM / INTERVIEW</u>	SKILLS Ability to work effectively within a team environment, understanding classroom roles and responsibilities	<u>✓</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Ability to promote a positive ethos and role model positive attributes	<u>✓</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Ability to build effective working relationships with all pupils and colleagues	<u>✓</u>	

<u>APPLICATION FORM / INTERVIEW</u>	Ability to adapt own approach in accordance with pupil needs	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Ability to use basic technology (video, photocopier etc)	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Very good personal numeracy and literacy skills	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	KNOWLEDGE Working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategies.	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Working knowledge and general understanding of principles of child development, learning styles and independent learning	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Understanding of inclusion especially within a school setting	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Experience of resources preparation to support learning programmes	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	Can use ICT effectively to support learning	<u>√</u>	
<u>APPLICATION FORM / INTERVIEW</u>	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	<u>√</u>	
	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their	<u>√</u>	

	development as learners		
	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	<u>✓</u>	
	Able to improve their own practice through observations, evaluation and discussion with colleagues	<u>✓</u>	
	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	<u>✓</u>	
	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	<u>✓</u>	
	Willingness to participate in relevant training and development opportunities	<u>✓</u>	

Employees of Higher Lane Primary School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.