JOB DESCRIPTION

Post Title: TEACHING ASSISTANT (LEVEL 3)	
Department: CHILDREN'S SERVICES	**Establishment/Post No:** Various
Division/Section: LEARNING & CULTURE	
Location: ELMS BANK	**Post Hours:** VARIOUS

Special Conditions of Service:

Holidays to be taken during periods of school closure.

NB: Traditionally teaching assistants at Elms Bank have received a free school meal. This arrangement will not apply to new staff joining the school or internal applicants moving to a new post.

Purpose and Objectives of Post:
To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support learning for pupils and provide general support to the teacher in the management of pupils and the classroom .Work will involve assisting the teacher in the management and preparation of resources. Supervision of whole classes during the short-term absence of the teacher.

Accountable to: EXECUTIVE HEADTEACHER, HEADTEACHER

Immediately Responsible to: CLASS TEACHER

Immediately responsible for:

Relationships: (Internal and External)
Trustees
Governors
Executive Headteacher
Headteacher
Teachers
Support Staff
Pupils

Control of Resources:

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Use specialist (curricular/learning) skills/training/experience to support SEN pupils with diverse, severe learning needs and challenging behaviours.
- Follow specialist feeding programmes to ensure the needs of individual pupils are met.
- Using specialist knowledge and skills contribute to the development and implementation of individual Education/Behaviour programmes.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance within the classroom.
- Encourage pupils to interact with others and work co-operatively 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 and achievement under the guidance and direction of the teacher.
- To explain targets, simplify explanations and encourage pupils to use appropriate educational terminology when talking about targets.
- To use positive handling techniques and implement teaching programmes as necessary.
- Support pupils during breaks from teaching activities.

SUPPORT FOR THE TEACHER

- Create displays of children's work whilst liaising with the teacher responsible.
- 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 access routine 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 curriculum co-ordinators in the development and maintenance of resources.

SUPPORT FOR THE CURRICULUM

- Supervision of whole classes during the short-term absence of the teacher.
- Delivering specific areas of curriculum to individual, small groups – whole class.
- Implement agreed learning activities/teaching programmes, differentiating between the 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.
- Assist pupils to access learning through specialist support eg curriculum/SEN specialism.
- Select and prepare required resources necessary to lead learning activities, taking into account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Access training for Team |Teach, PECs, Signalong and individual communication aids as is appropriate.

SUPPORT FOR THE TEACHING GROUP/CLASS

- Establish constructive relationships/partnerships and communicate with other

agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

- Assist in the training and development of classroom support staff.
- 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 differentiation and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/aims/work of the school.
- 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.
- Prepare a bank of teaching and learning activities for cover lessons.
- Act as a cover supervisor, supervising whole classes occasionally during the short-term absence of teachers. Deliver learning activities, maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Transport pupils as appropriate subject to MIDAS training if using the school minibus.

SUPPORT FOR THE SCHOOL

- Undertake home visits to support pupils and families. Liaise with parents/carers to help maintain good relationships between pupils, school and parents.
- Manage the behaviour of pupils off site in establishments outside of the school eg local colleges. Undertake lunchtime supervision.
- Carry out baseline assessments/testing on new pupils to ascertain educational ability of pupil and pass results to the teacher.
- Use Team Teach (where appropriate) control techniques on pupils as necessary.
- Undertake planned supervision of pupils out of school hours learning activities.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Carry out risk assessments on pupils to ascertain if a pupil is safe to be in a particular learning environment. Eg Educational Visits. Staff to go on Risk Assessment course where needed.
- Assist with whole school organisation for e.g. transport, lunch duties.
- Administer medication to pupils in line with the Medical Policy of the school.
- Attend meetings as appropriate.
- Take minutes of meetings as required.
- Transport pupils as needed.

SUPPORT FOR INCLUSION

- Support Elms Bank pupils in mainstream education following individual educational programmes.
- Work under the direction of the Inclusion Co-ordinator.
- Plan, prepare and deliver individual/group learning activities eg friendship groups, social stories, 1-1 mentoring, under the direction of the Inclusion teacher.
- Deliver training packages to staff in mainstream schools on strategies to deal with pupils' learning needs.
- Advise teaching assistants within mainstream schools.
- Undertake administrative tasks as necessary.
- Provide logs, visit records and contribute to reports.
- Attend meetings on pupils in schools.
- Attend staff/development meetings at school, as required.
- Accompany individual or groups of pupils offsite to join in with activities taking place at other institutions eg school, colleges.
- Help the teacher devise suitable learning targets for the pupils included.
- Work with pupils from the other institution whilst visiting on site.

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service.)

Job Description signed by postholder:	Sign:	Date:

PERSON SPECIFICATION

Job Title **TEACHING ASSISTANT LEVEL 3**

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

	MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Experience/Qualifications/Training etc		
1.1	NVQ 3 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or degree qualification in a school based subject. Applicants with results due are able to apply.	Letter of application
1.2	GCSE A* - C in English, Maths and ICT or Level 2 Key Skills qualification in English, Maths and ICT. Applicants with results due are able to apply.	Letter of application
1.3	To have experience of covering the class in the absence of the class teacher, being able to deliver a range of learning activities and direct other staff and pupils appropriately or to be able to show through observation that you are able to do this.	Letter of application/Interview/ lesson observation
1.4	To be able to follow a lesson plan and deliver a lesson from a plan using your working knowledge of the National Curriculum and your literacy, Numeracy and ICT skills.	Letter of application/Interview
1.5	Significant experience in an education setting with pupils with special educational needs.	Letter of application/Interview
2. Skills and Knowledge		
2.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Letter of application/Interview
2.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
2.3	Ability to promote a positive ethos and role model positive attributes in all aspects of school life (dress, attitude, attendance and punctuality)	Letter of application/ Reference
2.4	Excellent numeracy, literacy and ICT skills to support learning and utilise these skills to develop appropriate learning activities	Letter of application/Interview
2.5	Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, use of ICT across the curriculum etc.	Letter of application/Interview
2.6	Working knowledge of relevant policies/codes of practice/legislation relevant to the post.	Letter of application/Interview
3. Work Related Circumstances – Professional Values & Practices		
3.1	Able to provide for continuity and consistency for a group of pupils in your care. Applicants must have achieved 95% attendance over the last three years.	Letter of application, Interview & reference
3.2	An understanding of the use of appropriate resources to aid progress	
3.3	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Letter of application & Interview
3.4	Establish constructive relationships with parents and carers.	Letter of application & Interview
3.5	Able to improve their own practice through observations, evaluations and discussion with colleagues and be involved in the professional review process.	Interview & Reference
3.6	Ability to direct the work and practice of other staff where appropriate.	Interview

To apply:
Please complete an application form, together with supporting information giving details of relevant skills, knowledge and experience (see Section 7 of the application form) of how you meet the person specification, stating clearly the post(s) you are applying for. Colleagues will be shortlisted on their ability to meet the person specification. Please provide the name and contact details of two referees who are familiar with your work in school. For internal applicants this should not be the Headteacher.

Closing date for applications Monday 3 June 2019 at 9.00am