

Job Description for the role of 1:1 Level 3 Teaching Assistant (with additional needs

responsibilities

Responsible to: Head of School / Executive Principal

Working Hours: 32.5 hours per week, term time plus CDP days

Salary: Grade D Scale point range 9-17- £20,903-£24,491 whole year/FTE

Actual salary ranges £16,683 - £19,549 per annum (dependent on experience)

# Statement of Purpose

To work under 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. Staff may also supervise whole classes occasionally during the short absence of the teacher. The primary focus will be to maintain good order and to keep pupils on task.

. Assist teachers in the following:

**RESPONSIBILITY LINKS**

Reports to: Executive Principal / Head of School / SENDCo

# Support to Pupils

* Assist children in matters of personal needs and their general health including first aid and welfare matters.
* Use specialist (curricular/learning) skill/training/experience to support children.
* Under the direction/supervision of teaching staff, implement agreed learning activities/teaching programmes, adjusting activities according to children responses/needs.
* Deliver 1:1/small group-based interventions for children.
* Assist with the development and implementation of Individual Education Plans or EHCP plans
* Supervise and support pupils ensuring their safety, by complying with good H&S practice.
* Accompany teaching staff and pupils on visits, trips and out of school activities as required[[1]](#footnote-1).
* Encourage pupils to interact with others and engage in activities led by the teacher.
* Promote independence and employs strategies to recognise and reward achievement of self-reliance
* 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
* Provide feedback to pupils in relation to progress and achievement

# Support to Teacher

* Prepare classroom as directed for lessons, clear afterwards and assist with and maintain displays of pupils’ work, notice boards, shelving systems etc.
* Undertake routine administrative tasks, e.g. pupil record keeping as requested.
* Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
* Support the teacher in the development and implementation of Individual Education/Behaviour plans.
* Assist the teacher with the planning of learning activities.
* Provide objective and accurate feedback and reports as required, to the teacher on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
* Appropriate liaison with parents on general pupil matters.
* Monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* Be responsible for keeping and updating records as agreed by the teacher, contributing to reviews of system/records as requested
* Undertake marking of pupils work and accurately record achievement/progress
* Liaise sensitively and effectively with parent/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents
* Administer and assess routine tests and invigilate exams/tests

# Support to Curriculum

* Support pupils to understand instructions in relation to curriculum subject e.g. KS1 Literacy.
* Attend training sessions as required for CPD purposes and to ensure appropriate skill level is obtained to undertake role, e.g. behaviour management strategies.
* Implement agreed learning activities/teaching programmes, adjusting according to pupils responses/needs
* Help pupils to access learning activities through specialist support
* Determine the need for, prepare and maintain general and specialist equipment and resources

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

* Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
* 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.
* Ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Attend relevant meetings as required.2
* Participate in training and other learning activities and performance development as required. (See footnote 1.)
* Recognise own strengths and areas of expertise and use these to advise and support others
* Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
* Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils
* Undertake planned supervision of pupils out of school hours learning activities
* Supervise pupils on visits and out of school activities as required

***Note 1:***

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School’s performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

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Every effort should be made to ensure support is within contractual hours

**Person Specification**

**Teaching Assistant – Level 3**

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| --- | --- |
| **Essential Criteria** | **Measured By** |
| **Experience**  • Working with or caring for children of relevant age.   * Advantage of working with SEND children | AF/I |
| **Qualifications/Training**   * Good understanding of numeracy/literacy skills. * Participate in development and training opportunities. * Willingness to undertake Induction Training. | Test  I |
| **Knowledge/Skills**   * Good communication skills. * Ability to relate well to children and adults. * Have good organisational skills. * Basic knowledge of first aid; e.g. emergency first aid course. * Ability to work constructively as part of a team and on own initiative. * Use basic technology – computer, video, and photocopier. * Have a flexible approach to work and be prepared to undertake routine admin tasks outside of the classroom if required. | AF/I |

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| **Behavioural Attributes**   * Customer focused. * Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. * Open, honest and an active listener. * Takes responsibility and accountability. * Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. * Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. * Is committed to the provision and improvement of quality service provision. * Is adaptable to change/embraces and welcomes change. * Acts with pace and urgency being energetic, enthusiastic and decisive. * Communicates effectively. * Has the ability to learn from experiences and challenges. * Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. | AF/I |

AF - Application form I - Interview T - Test

***Note 1:***

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

* ***Motivation to work with children and young people.***
* ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
* ***Emotional resilience in working with challenging behaviours and***
* ***Attitudes to use of authority and maintaining discipline.***

1. Every effort should be made to ensure support is within contractual hours.

   [↑](#footnote-ref-1)