



## JOB DESCRIPTION

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<b>JOB TITLE:</b>	Teaching Assistant Level 3
<b>SCHOOL:</b>	Castle
<b>SALARY:</b>	Band 4
<b>RESPONSIBLE TO:</b>	HLTA/ LINE MANAGER MANAGING SUPPORT STAFF

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

### PURPOSE OF JOB:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes for individuals and groups, in or out of the classroom. This could include using specialist knowledge to support the teacher in the whole of the planning cycle and the management and preparation of resources. Staff, on occasions, may also be required to undertake whole class supervision during the short-term absence of a teacher. The primary focus will be to maintain good order and to keep pupils on task. Staff involved in cover supervision will be expected to respond to pupils' questions and generally support pupils in learning activities. To assist the teacher in providing appropriate support and learning opportunities for pupils with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Autism (ASD) with the aim of ensuring that all pupils make the appropriate level of progress

### MAIN RESPONSIBILITIES:

#### Support for Pupils

1. Use specialist skills, training, or experience to support pupils learning.
2. Assist with the development and implementation of IEPs.
3. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.
4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.
5. Encourage children to play and interact with one another.
6. Encourage children to engage in, and participate in learning activities lead by the class teacher.
7. To have challenging expectations that encourages children to act independently and build self esteem.

8. Provide feedback to pupils in relation to progress and achievement
9. Positioning of pupils and carrying out physiotherapist-led directives.
10. To assist with toileting, feeding, hygiene and other aspects of personal care as appropriate to the individual pupil's special needs.
11. Providing appropriate levels of intervention with regard to incidents of challenging behaviour.
12. To support children with SLD, PMLD and/or ASD in integrated activities with pupils in the mainstream.
13. To administer medication to pupils in line with the school's policy.

### **Support for the Teacher**

1. Within an agreed framework of supervision, during the short term absence of the classroom teacher, supervise and support pupils undertaking work and support work to establish an appropriate learning environment.
2. To undertake activities, as directed by the teacher, with whole classes, individuals or small groups of pupils.
3. Work with the teacher to establish an appropriate learning environment.
4. Work with the teacher in lesson planning, evaluating and adjusting the lesson plan as appropriate
5. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.
6. Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
7. Undertake the maintenance of pupils' records and accurately record achievement.
8. Support the teacher in the management of pupil behaviour.
9. Gather information from parents and carers as directed.
10. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
11. Ensure that teaching areas and corridor displays are maintained to the highest level to celebrate the achievements of the pupils and to highlight the wide range of activities which happen in the Centre and as a result of the whole Academy inclusion policy.
12. Provide the classroom teacher with clerical and admin support, particularly:
  - Undertaking bulk photocopying
  - Word processing
  - Filing
  - Collecting money
  - Administer course work

### **Support for the Curriculum**

1. Implement agreed teaching programmes, adjusting activities according to pupil responses and needs.
2. Help pupils to understand instructions
3. Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Support use of ICT in learning and develop pupils' competence and independence in its use.

5. Help pupils access learning activities through specialist support.
6. Determine the need for, prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use

### **Support for the School**

1. Comply with all school policies relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. To undertake other duties and responsibilities as required commensurate with the grade of the post



## PERSON SPECIFICATION

<b>Post Title: Level 3 Teaching Assistant</b>		
<b>Person Specification:</b>	<b>Essential</b>	<b>Desirable</b>
<b>Experience:</b> <ul style="list-style-type: none"> <li>• Working with or caring for children with PMLD, SLD, ASD</li> <li>• Basic clerical duties</li> <li>• Working as a member of a team</li> </ul>	   ✓	   ✓  ✓
<b>Skills &amp; Competencies:</b> <ul style="list-style-type: none"> <li>• Ability to use other types of learning technology: Photocopying Whiteboards CD ROM Video</li> <li>• Understanding of codes of practice and recent relevant education;</li> <li>• Good understanding of the principles of child development and the learning process</li> <li>• Can actively self-evaluate learning needs and seek out learning opportunities</li> <li>• Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</li> </ul>	   ✓   ✓  ✓  ✓	
<b>Knowledge &amp; Qualifications</b> <ul style="list-style-type: none"> <li>• Good numeracy and literacy skills;</li> <li>• NVQ 3 for teaching Assistants or equivalent qualifications</li> <li>• Participated in training related to various national strategies e.g. literacy and numeracy</li> <li>• NVQ 2 ICT Qualification or in-service training and experience of using ICT in a learning environment</li> <li>• HSAW First Aid Certificate or equivalent;</li> <li>• Level 1 BSL</li> </ul>	   ✓ ✓ ✓  ✓	     ✓ ✓
<b>Physical, mental and emotional demands:</b> <ul style="list-style-type: none"> <li>• Commitment to helping provide a high quality service to children and families</li> </ul>	  ✓	
<b>Other:</b> <ul style="list-style-type: none"> <li>• Willingness to participate in training and development</li> </ul>	 ✓	