



Teaching Assistant Level 3

Job Title: Teaching Assistant

Grade: Level 3

Line Manager: Headteacher, Deputy Headteacher, EYFS Foundation Stage Leader

Supervisory Responsibility: None

Job Purpose

- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning.
- During the short term absence of the class teacher a Level 3 teaching assistant may be required to supervise the whole class and deliver pre prepared activities.
- To provide general support to the class teacher in the management and organisation of the pupil and the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Main responsibilities:

Support for the Teacher

- Work with the teacher to maintain an appropriate learning environment
- Work with the teacher in routine 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 routine records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general and routine clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc.

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Support for the Curriculum

- Implement agreed learning activities/teaching programmes, making appropriate adjustments according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- 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
- Prepare and maintain general and specialist equipment and resources in line with agreed plans and strategies.

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- 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
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the School

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims 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
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

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PERSON SPECIFICATION			
	Essential	Desirable	Method of Assessment
Qualifications and Training	<ul style="list-style-type: none"> • NVQ Level 3 or equivalent in a related area • Excellent Numeracy and Literacy Skills 	<ul style="list-style-type: none"> • Ability and willingness to participate in training • First Aid 	Application Form Certificate
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working with relevant age groups within a learning environment, including knowledge of behavioral and learning difficulties. • Understanding of Classroom roles and responsibilities • Knowledge of school policies and procedures 	<ul style="list-style-type: none"> • Experience of completing Early years observations. 	Application Form Selection Process References
Skills and Abilities	<ul style="list-style-type: none"> • Ability to understand policy, procedures and legislation relevant to the areas of work • Ability to encourage pupils to participate in or complete tasks • Ability to work as part of a team • Ability to resolve problems understanding when referral is required • Ability to relate well to children • Able to use ICT including computer, audio, video equipment and photocopier • Ability to communicate clearly and explain sometimes complex information with due regard to confidentiality 	<ul style="list-style-type: none"> • Demonstrable ability to develop and plan activities under the direction of the class teacher • Experience of using online software to support EYFS observations, e.g. Evidence me, 2 Simple 	Application Form Selection Process References
Personal Characteristics	<ul style="list-style-type: none"> • Displays sensitivity to pupils needs • Ability to provide necessary personal care to children • Ability to maintain confidentiality 		Selection Process References
Other	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of children and young people 		Selection Process References

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