Job Description

**JOB TITLE**  Teaching Assistant Level 3 Teaching and Learning

**SALARY**  Grade 4 (scp 7 – 11)

**HOURS**  Full time term time only

**RESPONSIBLE TO**  The Headteacher.

The post holder will report to the Teacher/Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are the Headteacher, teaching staff, other support staff and students.

**Main purpose of the post**

Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of students who require help to overcome barriers to learning

Deliver learning programmes and support individual students, small groups (and whole classes during the short term absence of teachers)

**Main Duties and responsibilities**

**Support for students**

To work with groups of students under the supervision of the teacher including the delivery of programmes of work and the implementation of ILPs

Use specialist (curricular learning) skills/training/experience to support students

Establish good relationships with students taking on role model by presenting a positive personal image and responding appropriately to individual needs
Promote the inclusion and acceptance of all students

Encourage students to interact and work co-operatively with others and engage all students in activities

Promote independence and employ strategies to recognise and reward achievement of self reliance

Provide feedback to students in relation to progress and achievement

Attend to student’s personal needs, including minor first aid and provide advice to assist in the pastoral, social health, physical hygiene development and welfare matters.

Support for Teachers

Under the direction of the teacher prepare classroom for lessons, including display work and clear afterwards as appropriate.

Give regular feedback on student’s progress to the class teacher and file records

Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher

Be responsible for keeping and updating records, information and data, producing analysis and reports as required

Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence

Undertaking marking of students’ work and accurately record achievement/progress

Administer and assess routine tests and invigilate exams

Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required

Provide specialist advice and guidance (e.g. Art/Music) as required

Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of students (this includes attendance at parents meetings)

Contribute to the development and implementation of appropriate behaviour management strategies
Monitor and evaluate student responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

**Support for the Curriculum**

Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, including assessment.

Contribute to the development of lesson/work plans.

Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies.

Support the use of ICT in learning activities and develop students’ competence and independence in its use.

Assist students to access learning activities through specialist support.

Determine the need for, prepare and maintain general and specialist equipment and resources.

**Support for the School**

Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.

Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.

Accompany teachers and students on educational visits.

Assist in maintaining high standards of health and safety at all times.

Maintain good relationships with colleagues and work together as a team.

Assist in the supervision of classroom and outdoor activities.

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

Contribute to the overall ethos, work and aims of the school and Trust.

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
To safeguard and promote the welfare of students

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post. All duties and responsibilities must be carried out with due regard to the Wythenshawe Catholic Academy Trust’s existing policies, such as child protection, health and safety, equality and data protection.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered.
Person Specification

Teaching Assistant Level 3

Teaching and Learning

Experience

Experience of working with or caring for children of a relevant age
Experience of working with students with additional needs

Qualifications/Training

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience
Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)
Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities
Training in the relevant learning strategies and/or in a particular curriculum or learning area, e.g. bilingual

Knowledge/Skills/Abilities

Ability to relate well to children and adults
Ability to work as part of a team
An understanding of the role of the Teaching Assistant and other professionals working in the classroom
Ability to use relevant technology eg photocopier
Effective use of ICT to support learning
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning
Understanding the principles of child development and learning processes
Ability to organise, motivate and lead a team

Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies

Ability to self-evaluate learning needs and actively seek learning opportunities

Willingness to undertake first aid training as appropriate

**Personal styles/Behaviour**

Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work

Self motivation and personal drive to complete tasks to the required timescales and quality standards

The flexibility to adapt to changing workload demands and new school challenges

Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students

Personal commitment to continuous self-development

Personal Commitment to continuous school improvement

Demonstrate awareness / commitment to upholding equal opportunity policies

Willingness to consent to and apply for an enhanced disclosure and barring list check

To maintain confidentiality relating to the staff and students of the school at all times