

# **Teaching Assistant Level 3**

## **Job Description**

### **Grade: GR3**

#### **1. Job Purpose**

- 1.1 This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2 To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

#### **2. Key Responsibilities**

##### **Support for pupils (either individually or in groups)**

- 2.1 Support the activities of individuals or groups
- 2.2 Establish and maintain relationships with individual pupils and groups.
- 2.3 Contribute to individual Education Plans as appropriate.
- 2.4 Support pupils during learning activities.
- 2.5 Promote pupils' social and emotional development.
- 2.6 Contribute to the health and well-being of pupils.
- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9 Support pupils with literacy and numeracy skills
- 2.10 Support pupils to access the curriculum.
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority

##### **Support for the teacher(s)**

- 2.12 Observe and report on pupil performance

- 2.13 Contribute to the planning and evaluation of learning activities.
- 2.14 Assist in preparing and maintaining the learning environment.
- 2.15 Contribute to the management of pupils' behaviour.
- 2.16 Contribute to maintaining pupils' records
- 2.17 Support the maintenance of pupils' safety and security.
- 2.18 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- 2.19 Undertake routine marking in line with school policy
- 2.20 Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.21 Undertake joint home visits as appropriate and in line with LEA policy

#### **Support for the school**

- 2.22 Support the development and effectiveness of team work within the school environment
- 2.23 Develop and maintain working relationships with other professionals
- 2.24 Liaise with parents as appropriate
- 2.25 Review and develop own professional practice
- 2.26 Work as required across the curriculum and in all Key Stages within the school in accordance with the job

#### **Support for the curriculum**

- 2.27 Support the use of information and communication technology in the classroom

#### **General**

- 2.28 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.29 To ensure their tasks are carried out with due regard to Health and Safety

- 2.30 To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31 To adhere to the ethos of the school
  - 2.31.1 To promote the agreed vision and aims of the school
  - 2.31.2 To set an example of personal integrity and professionalism
  - 2.31.3 Attendance at appropriate staff meetings and parents evenings
- 2.32 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

**3. Supervision Received**

3.1 Supervising Officer's Job Title: \_\_\_\_\_

3.2 Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
- 2. Left to work within establishment guidelines subject to scrutiny by supervisor
- ~~3. Plan own work to ensure the meeting of defined objectives~~

**4. Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

**5. Special Conditions**

5.1 None

## Person Specification

### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.	NVQ Level 3 for Teaching Assistants or equivalent	AF/C
<b>Experience</b> Relevant work and other experience	Experience of supporting children in a classroom environment, including those with special educational needs	AF/I
	Experience of using Information Technology to support pupils in the classroom	AF/I
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	<b>*Delete if not applicable</b> *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>	AF/I/T
	A good standard of education particularly in English and Mathematics	AF/I
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	AF/I
	Knowledge of SEN Code of Practice	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	AF/I
	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies	AF/I
	Ability to use language and other communication skills that pupils can understand and relate to	AF/I

	<p>Ability to establish positive relationships with pupils and empathise with their needs</p> <p>Ability to demonstrate active listening skills</p> <p>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task</p> <p>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</p> <p>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</p> <p>Ability to assist in the recording of lessons and assessment as required by the teacher</p> <p>Ability to offer constructive feedback to pupils to reinforce self-esteem</p> <p>Ability to work effectively and supportively as a member of the school team</p> <p>Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<b>Training</b>	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
<b>Other</b>		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

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Date:

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