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| JOB DESCRIPTION **Teaching Assistant (Level 3)** | | | |
| **PLACE OF WORK: Hob Moor Oaks Academy** | | | **GRADE: Salary points 8 – 12 currently £25,992 - £27,711 pro rata** |
| **REPORTS TO:** | | | |
| **1.** | **MAIN PURPOSE OF JOB**   * To work in partnership with teaching staff in the school, developing and undertaking work, care and support programmes which enable access to learning for pupils and to assist the teacher in the management of pupils. * To modify curriculum and develop resources to support teaching and use of ICT to support learning * To evaluate work programmes for pupils. | | |
| **2.** | **KEY TASKS** | | |
|  |  | Works under the guidance of the class teacher, SENCO or a member of the academy’s management team within an agreed system of supervision. Works with individual pupils, small groups and, where appropriate and exceptionally the whole class, under the guidance of the teacher, to implement and deliver programmes of work. | |
|  |  | Uses own initiative to deliver and implement learning activities by applying specific skills, knowledge and experience with and of pupils, under the guidance of the teacher. | |
|  |  | Plans and prepares own work in accordance with the teacher/ SENCO’s instructions. May be required to adapt work/activities as directed by the teacher. | |
|  |  | Contributes to the planning cycle under the guidance of the teacher. Prepares and differentiates work defined within the planning cycle, under the guidance of the teacher. | |
|  |  | Assists the teacher in preparation of the classroom and resources for planned work to take place. This may involve adapting work and activities as directed by the teacher. | |
|  |  | Assist with record keeping on pupil progress as directed by the teacher.  . | |
|  |  | Contributes to the assessment and monitoring of pupil progress through planned pupil observation, marking, recording and feedback procedures. | |
|  |  | Works with other adults involved in the education process under the guidance of the teacher and by application of specialist skills and knowledge. | |
|  |  | Attends and contributes to meetings with other staff, external professionals and parents regarding pupils under the guidance of the teacher. | |
|  |  | Support colleagues across the school staff as directed by the teacher, SENCO or Management Team by applying any specific skills, experience and knowledge in relation to pupils and the curriculum, including routine administrative and clerical tasks. | |
|  |  | Contributes to the school improvement plan by taking responsibility for specific areas of work that are appropriate to the individual’s skills, knowledge and experience as identified by the Academy management team. | |
|  |  | Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils or small groups as directed by the teacher. | |
|  |  | Follows all school and Trust policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equalities Policy and Data Protection Policy. | |
|  | vii. | Participates as required in the Academy’s performance management and supervision systems and take part in appropriate training and development activities. | |
|  | viii. | Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school’s systems of working. | |
|  | ix. | May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc. | |
|  | x. | Contributes to the overall ethos, work and aims of the Academy. | |
|  | xi. | Have a flexible and proactive approach to ensure the needs of the children within the school are being met with the support of the team. | |
|  | xii. | Undertake relevant training and be prepared to attend some training courses out of contracted hours which would be recompensed. | |
|  | xiv. | Any other duties commensurate to the level of the post. | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  May be required to supervise other staff if applicable | | |
| **4.** | **MAIN CONTACTS & RELATIONSHIPS**  Internal: School staff, particularly in relevant Key Stage/ Phase  External: Provides information about pupils’ progress to parents and external stakeholders at informal and sometimes more formal meetings. | | |

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| PERSON SPECIFICATION **Teaching Assistant (Level 3)** | |
| **5.** | **KNOWLEDGE AND QUALIFICATIONS**    **Essential, i.e. the postholder must have:**   * Minimum level 2 literacy and numeracy qualification * Competent user of IT * Good knowledge of normal child development and children’s personal development needs * Knowledge of strategies which promote good behaviour and discipline, including those relevant to special educational needs * Full working knowledge of school policies relating to health and safety, behaviour, attendance, equal opportunities, child protection. * Working knowledge and experience of implementing national curriculum and other learning programmes/strategies. * Understanding of statutory frameworks relating to teaching * Full Teaching Assistant Level 3 qualification, or a commitment to undertaking   this training within the first year of appointment.  **Desirable, i.e. the postholder would ideally have:**   * Specific knowledge relating to the learning and development of special educational needs children * Specific knowledge relating to the learning and development of Early Years children |
| **6.** | **EXPERIENCE**  **Essential, i.e. the postholder must have:**   * Significant experience of working with children in a supportive capacity * Significant experience of working with children with challenges in accessing the curriculum * Experience of making adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher * Experience of modifying or developing resources to support teaching * Experience of using ICT to support learning * Experience of working with children in relevant Phase/ Key Stage * Experience of working effectively as part of a team.   **Desirable, i.e. the postholder would ideally have:**   * Experience of working with children with special educational needs |
| **7.** | **SKILLS AND PERSONAL QUALITIES**  **Essential, i.e. the postholder must have:**   * Excellent verbal communication skills for communicating with pupils, teachers and others in the school, plus parents and relevant others * Strong time management and organisational skills * Ability to work on own initiative * Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. * Resilience in the face of challenging pupil behaviour * Able to take appropriate action to meet pupils’ needs as they arise to avoid undue physical or mental stress. * Able to contribute to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans. * Able to participate in the design of classroom and school displays * Good team player * Willing to continue own professional development * Constantly improve own practice/knowledge through self-evaluation and learning from others. |