



JOB DESCRIPTION

TEACHING AND LEARNING ASSISTANT LEVEL 3

JOB SUMMARY & KEY RESPONSIBILITIES

Support for pupils

1. To work with groups of children under the supervision of the teacher including the delivery of therapy and programmes of work.
2. Provide pastoral support to pupils
3. Receive and supervise pupils, excluded from, or otherwise not working to a normal timetable
4. Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
5. Participate in the comprehensive assessment of pupils to determine those in need of particular help
6. Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
7. Provision of support for pupils with special needs
8. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
9. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
10. Promote the speedy/effective transfer of pupils to make choices about their own learning/behaviour/attendance
11. Challenge and motivate pupils, promote and reinforce self-esteem
12. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
13. Promote the inclusion and acceptance of all pupils
14. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
15. To assist with the dispensing of medication in exceptional circumstances, with appropriate training and under the supervision of medical staff where necessary.
16. To carry out escort duties as appropriate whenever required.
17. To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.
18. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.



Support for Teachers

19. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
20. Under the direction of the teacher, prepare classroom for lessons, including display and clear afterwards, as appropriate.
21. Provide specialist advice and guidance (for example Art/Music) as required.
22. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice.
23. Liaise with schools and other relevant bodies to gather pupil information
24. Support pupils' access to learning using appropriate strategies and resources
25. Work with the teacher in planning, evaluating and adjusting learning activities as appropriate
26. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
27. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
28. 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
29. Assist in the development and implementation of appropriate behaviour management strategies
30. Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
31. Assist in the development, implementation and monitoring of systems, relating to attendance and integration
32. Provide curricular and other related clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.

Support for the Curriculum

33. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
34. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
35. Be aware of and appreciate a range of activities, courses, organizations, agencies and individuals to provide support for pupils to broaden and enrich their learning
36. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils



Support for the School

37. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g behaviour management strategies
38. 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
39. Supervise pupils on educational visits and out of school activities
40. Assist in maintaining high standards of health and safety at all times.
41. Maintain good relationships with colleagues and work together as a team.
42. Assist in the supervision of classroom and outdoor activities.
43. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
44. Contribute to the overall ethos/work/aims of the school.
45. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
46. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
47. Attend and participate in regular meetings
48. Participate in training and other learning activities as required
49. Recognise own strengths and areas of expertise and use of these to advise and support others
50. Where appropriate, to attend review meetings of pupils who have been identified as experiencing physical disabilities or complex medical needs, providing information on options and access issues



PERSON SPECIFICATION

Category	Essential	Desirable	Method of assessment
Qualifications, Education, training	<ul style="list-style-type: none"> Numeracy/literacy skills (at a level equivalent to NQF Level 2) NVQ Level 3 for Teaching Assistants or equivalent qualification or experience 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application/Interview
Relevant Experience	<ul style="list-style-type: none"> Experience of working with children/young people with behavioural difficulties and those with communication, severe, profound or complex learning difficulties where appropriate Experience of working with pupils with additional needs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application/Interview
Knowledge, skills, and abilities	<ul style="list-style-type: none"> 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 Understanding the principles of child development and learning processes Knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies Ability to use relevant technology Ability to plan effective actions for pupils at risk of underachieving 	<ul style="list-style-type: none"> Full understanding of the range of support services/providers 	<ul style="list-style-type: none"> Application/Interview



Category	Essential	Desirable	Method of assessment
	<ul style="list-style-type: none"> Ability to self-evaluate learning needs and actively seek learning opportunities 		
Personal Qualities/Other	<ul style="list-style-type: none"> Tact and diplomacy in all interpersonal relationships with the public, pupils 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 pupils. Personal Commitment to continuous school improvement. 	<ul style="list-style-type: none"> Willingness to undertake first aid training as appropriate 	<ul style="list-style-type: none"> Application/Interview
Safeguarding	Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people		<ul style="list-style-type: none"> Application form Interview Task
Our Values	Community: Evidence of working together for a common purpose and encouraging diversity		<ul style="list-style-type: none"> Interview Tasks
	Integrity: Evidence of doing the right things for the right reason		<ul style="list-style-type: none"> Interview Tasks
	Passion: Evidence of taking personal responsibility, working hard and having high aspirations		<ul style="list-style-type: none"> Interview Tasks