

**Teaching Assistant**

**Grade 3**

**LEVEL DESCRIPTION**

Posts at this level may be required in any school phase.

The teacher plans lessons and directs learning.  Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum.  Teaching Assistants work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

The post holder will be expected to have some expertise/specialism.

There will be some need to interpret information or situations and to solve varied problems.  More complex problems will be referred to line manager.

No requirement to supervise others, but may demonstrate tasks to new colleagues or give advice and guidance to others.

**Support for pupils**

* Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc.
* Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs
* As appropriate, look after sick/upset pupils and attend to physical needs
* Undertake first aid

**Support for the teacher**

* Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out assessments
* Maintain records of pupil needs and progress
* Assist teaching staff to ensure that the aims and objectives of the school are achieved

**Support for the curriculum**

* Undertake tasks to support the curriculum and assist with events organised as part of the curriculum
* Support implementation of Government initiatives under the direction of the teacher

**Support for school**

* Attend and contribute to appropriate review meetings, if required by the Head Teacher

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the exiting level of responsibility vested in the post.

**PERSON SPECIFICATION**

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| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
| **Knowledge:** | | |
| Technical or specialist | * Experience of working with pupils | * Broad awareness and understanding of medical conditions such as asthma, epilepsy etc |
|  | * Knowledge and use of a range of equipment | * Awareness of health and safety procedures |
|  | * Basic knowledge of first aid | * Experience of one to one support, where appropriate |
|  | * Recognised competence in literacy and/or numeracy | * NVQ2 or equivalent in related area |
| Literacy and numeracy | * Ability to read and understand instructions |  |
|  | * Ability to complete reports such as incident report form, behaviour diary, progress report etc |  |
| School environment |  | * Knowledge of school policies and procedures | |
| **Mental Skills:** | | |  |
| Research | * Assist teacher with information gathering and resources as appropriate |  |  |
| Problem solving | * Ability to recognise and resolve or report problems |  | |
| Thinking creatively / Developing new ideas | * When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability |  |  |

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| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
|  | * Assist teacher in creating a positive learning environment |  |
| **Interpersonal & Communications Skills:** | | |
| Caring skills | * Sensitivity to pupils' needs |  |
| Advising / guiding skills | * Advising and guiding pupils on the best way to handle situations, under the teacher's direction | * Providing information to other members of staff in relation to pupils’ behaviour, activities and general progress |
|  | * Encouraging pupils to participate in or complete tasks |  |
|  | * Ability to conciliate between pupil in playground or classroom disputes |  |
|  | * Providing basic advice to other Teaching Assistants |  |
| Verbal and written communications skills (including use of languages) | * Ability to communicate clearly |  |
| * Ability to encourage participation and give feedback to pupils |  |
|  | * Ability to maintain appropriate level of confidentiality |  |
|  | * Attending and contributing to review and other meetings, as appropriate |  |
|  | * Administering reading and spelling tests, under the direction of the teacher |  |
| Training and/or presentation skills | * Assist with the induction of new Teaching Assistants |  |

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| **Criteria** | **Essential to basic performance of job** | **Required for fully competent performance of job** |
| **Physical skills:** | | |
| Keyboard skills / use of mouse |  | * Ability to use keyboard and mouse required if supporting pupils using IT equipment |
| Other manual skills | * Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons |  |
| * Help pupils to use tools and equipment as required to support learning |

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| **Other attributes:** | | |
| Level of autonomy | * Work is covered by set policies and procedures |  |
| * Teaching Assistants at this level will have a greater level of autonomy than those at level A, although their work will still be managed by the teacher or a more senior teaching assistant |
|  | * Able to work with small groups of pupils when carrying out specific tasks or on field trips etc |  |
|  | * Able to supervise larger numbers of pupils when during break/lunchtime |  |
|  | * Able to make decisions on when to refer queries/problems to another member of staff |  |