

JOB DESCRIPTION

Job Title:	Level 3 Teaching Assistant (Primary School)
Grade:	Grade 3
Hours:	32.5 hours per week, Term time only
Contract:	Permanent
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Assistant Head Teacher/Head Teacher
Liaison with:	Teaching and support staff, School Improvement Team, Parents, Carers, Governors, External Stakeholders

This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities

Job Purpose:

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate in line with the vision and ethos of the school and the Arthur Terry Learning Partnership (ATLP).

Key Responsibilities

Support for Pupils either individually or in groups)

- Support the activities of individuals or groups (normally up to 8) (on progression to Birmingham Local 16 or SCP 26 up to 16).
- Establish and maintain relationships with individual pupils and groups.
- Contribute to Individual Education Plans as appropriate.
- Support pupils during learning activities.
- Promote pupils' social and emotional development.
- Contribute to the health and well being of pupils.
- Provide support for bilingual/multilingual pupils (where appropriate to the focus of the role).
- Support children with specific needs (where appropriate to the focus of learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties).
- Support pupils with literacy and numeracy skills.
- Support pupils to access the curriculum.

Support to the Teacher(s)

- Observe and report on pupil performance.
- Contribute to the planning and evaluation of learning activities.
- Assist in preparing and maintaining the learning environment.
- Contribute to the management of pupils' behaviour.
- Contribute to the maintenance of pupils' records.
- Support the maintenance of pupils' safety and security.
- 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.
- provide general administrative support, for example, administer coursework, produce worksheets etc.
- Undertake more complex marking of pupils' work in line with school policy.
- Undertake joint home visits as appropriate and in line with LEA policy.

Support for the School

- Support the development and effectiveness of team work within the school environment.
- Develop and maintain working relationships with other professionals.
- Liaise with parents as appropriate.
- Review and develop own professional practice.

Support for the Curriculum

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

Job Focus

- To attend a weekly staff meeting
- To support the class teacher in the delivery of the Curriculum.
- To be responsible for the administration of First Aid to pupils with minor injuries and to ensure referral to a named First Aider qualified to deal with cases of major injuries.
- To support pupils with barriers to learning and raise their self – esteem through targeted intervention

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

Safeguarding and Data Protection

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the Science team, ensuring they follow safeguarding procedures.

Additional conditions

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

Person Specification: Teaching Assistant Level 3

Method of Assessment: AF- Application form I – Interview T – test

CRITERIA		M.O.A.
EDUCATION & QUALIFICATION	<ul style="list-style-type: none"> • Very good numeracy and literacy skills equivalent to GCSE grade C or above • Relevant NVQ3 or recognised Childcare equivalent qualification 	AF/Certs
EXPERIENCE	<ul style="list-style-type: none"> • Previous relevant experience working to support children’s learning gained in a relevant environment. Previous relevant experience working with small groups of children with additional social, emotional and behavioural needs. 	AF/I/T
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Ability to use ICT and other relevant equipment/technology to support learning. • Ability to plan effective actions for pupils at risk of underachieving. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Ability to work constructively as part of a team whilst being able to demonstrate initiative, responsibility and accountability. • Good communication skills. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Adaptable to change/embraces and welcomes change and is committed to development and improvement. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	AF/I/T
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters to be able to contribute effectively to curriculum development, planning, evaluation and implementation. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes. 	AF/I
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • Committed to and able to promote the aims of the school and the values of the school and the Trust • Willingness to share expertise, skills, and knowledge 	AF/I
CONTRA INDICATION	<ul style="list-style-type: none"> • Positive Disclosure relating to young people or vulnerable adults 	AF/I