

JOB DESCRIPTION

JOB TITLE	Teaching Assistant (level 3)
HOURS OF WORKING	27.5 hours per week, 39 weeks per year Term time and Inset Days The working hours are flexible to meet the needs of the school and can be varied if necessary.
SCALE	Single Status Grade 4
RESPONSIBLE TO	Head of Inclusion / SENCO / Lead Teaching Assistant

JOB PURPOSE

To work under the professional guidance of senior staff to implement work programmes for individuals/groups which could include those requiring detailed and specialist knowledge in particular areas.

Provide high quality, inclusive, learning experiences and care for all children and to liaise and interact effectively with the teaching staff, parents and carers in order to enable access to learning, and to support achievement and progress, and promote the welfare of all children

To assist in the whole planning cycle and the management/preparation of resources. To provide cover (to include registration time) for whole classes under a system of supervision for up to 30% of employed time throughout the school year.

KEY TASKS

1. To work with the teacher to establish an appropriate learning environment
2. To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against targets
4. To assist with development and implementation of Educational, Health and Care Plans and Additional Needs Plans
5. To establish productive working relationships with pupils, acting as a role model and setting high expectations
6. To promote the inclusion and acceptance of all pupils across the school and to support pupils consistently whilst recognising and responding to their individual needs
7. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8. To support the supervision of pupils in the primary phase when required. This includes canteen duties, playground/break time supervision and supporting activities during playtime.

9. To use the school systems as required to look up and record information eg SIMS database
10. To implement agreed learning activities/teaching programmes, adjusting activities according to pupils' responses/needs
11. To support learning in specific curriculum subjects, literacy or numeracy as required
12. To develop a specialism in one or more of the four areas of need (Social, Emotional and Mental Health (includes THRIVE), Communication and Interaction (includes pupils with ASD), Cognition and Learning (includes SpLD) and Sensory and/or Physical (includes S & L).
13. Work in partnership with the teaching staff to ensure that appropriate differentiated learning activities are planned, delivered and monitored regularly, in order that children are working towards the expected outcomes.
14. Under the general guidance of the teacher, work closely with all pupils on an individual basis and in group situations to support their learning. Contribute to assessment by making observations, recording the progress of individual children and sharing information concerning individual children and their needs with colleagues, in line with school policy
15. To liaise sensitively and effectively with parents/carers, as agreed with the teacher, within your role/responsibility and participate in feedback sessions/meetings with parents as directed
16. To assist in the induction of new members of staff and to supervise pupils on visits, trips and out of school activities as required.
17. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
18. To provide general clerical/administrative support e.g. produce worksheets for agreed activities
19. To attend and participate in departmental and other staff meetings and to participate in training and other learning activities offered by the school to further knowledge
20. To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
21. To carry out the above duties in accordance with the School's Policies and Guidelines

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- This job description sets out the duties of the post at the time it was published
 - The hours and the job description may be modified depending on the needs of the Academy Trust
 - The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings
 - Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school

PERSON SPECIFICATION

Teaching Assistant (level 3)

	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • Good standard education particularly in English and maths 	<ul style="list-style-type: none"> • NVQ 3 for teaching assistants or equivalent • Evidence of further and relevant training • Speech & Language
EXPERIENCE	<ul style="list-style-type: none"> • Experience of supporting children in a classroom environment, including those with special educational needs • Experience of using Information Technology to support pupils in the classroom 	
KEY SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Ability to provide classroom cover within agreed parameters – in the absence of the class teacher • Ability to consistently and effectively implement agreed behaviour management strategies • Ability to use language and other communication skills that pupils can understand and relate to • Ability to establish positive relationships with pupils and empathise with their needs • Ability to demonstrate active listening skills • 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 • Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes • Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills • Ability to facilitate and record intervention lessons and assessments • Ability to offer constructive feedback to pupils to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety 	
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the legal and 	

	<p>organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</p> <ul style="list-style-type: none"> • Knowledge of SEN Code of Practice • 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 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • A commitment to giving children and families the opportunity to reach their full potential • Willingness to participate in further training and developmental opportunities offered by the school to further knowledge • Willingness to maintain confidentiality on all school matters 	

'Cavendish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'