

## Model Job Description

Job Title	Teaching Assistant (Level 3)	School	St James's CE Primary School
Post Number	SCH012		
Grade	5	Salary	£19398 - £21144

Reports To	Headteacher
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### Purpose of the Job

Level 3 staff work under the guidance of teaching staff with a limited degree of autonomy. NVQ 3 or equivalent is a requirement for the job. The role will require someone who has specific skills and experience.

Key Features: To implement agreed work programmes with individuals/groups and support teaching staff in the development and education of pupils including the provision of detailed and specialist skills/knowledge in particular areas. To assist the teacher in the whole planning cycle and supervise whole classes or groups during the short-term absence of a teacher.

### Main Activities

#### Support for Pupils

- Make a substantial contribution to Individual Learning Plans and their implementation.
- Use specialist skills and training to support bilingual/multilingual pupils and help them to access the curriculum
- Use specialist skills and training to support pupils with communication and interaction difficulties e.g. speech and language delay, dyslexia, dyspraxia etc
- Use specialist skills and training to support pupils with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support pupils with cognition and learning difficulties e.g. encouraging the pupils to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the pupil is making slow progress.
- Using specialist skills and training support the behaviour management of pupils with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor pupils behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.
- Provide feedback to pupils in relation to progress and development
- Establish productive working relationships with pupils acting as a role model and setting high

expectations

- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or not otherwise working to a normal timetable.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the effective transfer of pupils across phases/integration of those who have been absent.
- Liaise with feeder schools and other relevant bodies to gather pupil information.

### **Support for Teacher/School**

- Assess the needs of pupils and contribute to the development of IEP's
- Observe and report on pupil performance
- Take responsibility for the management of challenging pupil behaviour
- Provision of pupil information to external agencies
- Design and produce worksheets or administer coursework with minimal supervision for groups of pupils.
- Undertake more complex marking of pupils work in line with school policy
- Undertake joint home visits as appropriate and in line with LEA policy
- Implement and evaluate specific curriculum plans and activities for groups of pupils to meet the individual needs of those pupils.
- Contribute to curriculum planning
- Contribute to the identification and planning of out of school learning activities beyond the school day.
- Under the guidance of a teacher, implement agreed work programmes with individuals or groups maintaining good order and keeping pupils on task.
- Provide emergency cover supervision for a group or class, under the direction and control of the Head teacher or other designated member of staff during the unplanned short-term absence of the teacher, normally for periods of up to one session, limited to no more than 2 sessions per term, unless a cover supervision allowance is payable.
- To provide specialist language support to individuals/groups where English is not the first language.
- Provide guidance and assist in the training and development of staff as appropriate.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters
- Provide clerical/administrative support e.g. administer course work, produce worksheets for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of pupils out of school learning activities
- Supervise pupils on visits and trips as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

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Special Conditions

This post is subject to the DBS checking process

The exact focus of the role will be decided at school level and will take account of the needs of the school and the development needs of the member of staff.

The salary offered reflects the fact that the post holder will be required to work 32.5 hours per week, term-time only (39 weeks)

Car Allowance

N/A

Prepared By  
(Section/Mgr)

Tina Page

Review Date

28/01/2025

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# Model Person Specification

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## Criteria (Essential)

## Assessment By

### Experience

- |  |   |   |   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>▪ Demonstrable experience of working with or caring with children of a relevant age.</li> </ul>   | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.</li> </ul> | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.</li> </ul>  | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Understanding of the principles of child development and learning processes.</li> </ul>   | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.</li> </ul>          | √ | √ | √ |

### Qualifications / Training

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>▪ NVQ Level 3 or equivalent.</li> </ul>  | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Other relevant qualifications for example Level 3 Award / certificate in Supporting Teaching and Learning in Schools.</li> </ul>   | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Very good numeracy and literacy skills.</li> </ul>   | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Completion of DfES Teacher Assistant Induction Programme.</li> </ul>   | √ | √ | √ |
| <ul style="list-style-type: none"> <li>▪ Training and accreditation in relevant "specialist" areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.</li> </ul> | √ | √ | √ |

<u>Practical Skills</u>			
▪ Relevant knowledge of first aid.	√	√	√
▪ Ability to use relevant technology e.g. computer/ keyboard/photocopier/video.	√	√	√
▪ Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	√	√	√
▪ Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	√	√	√

<u>Personal Qualities and Attributes</u>			
▪ A Knowledge of Equality & Diversity issues.	√	√	√
▪ Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	√	√	√
▪ Ability to relate well to children and adults.	√	√	√
▪ Ability to self-evaluate learning needs and actively seek learning opportunities.	√	√	√
▪ To comply with the school's commitment to the protection and safeguarding of children.	√	√	√

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Prepared By	Tina Page
Date	28/01/2025

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