
Job Description for Level 3 Teaching Assistant

Responsible to: Head Teacher

Based at: Anston Greenlands Primary School

Paid on: Band C of the Support Staff Spine

OVERALL PURPOSE OF THE POST

To support the learning of children in school, including children with Education, Health and Care Plans (EHCPs).

MAIN DUTIES

Support for pupils

- Work alongside the class teacher to support the learning and development of children, including those with Education, Health and Care Plans (EHCPs).
- Follow the Anston Greenlands TA Standards – see appendix.

Support for the teacher

- Be aware of pupil progress and achievements, and report to the teacher as agreed.
- Undertake pupil record keeping as requested using the appropriate framework.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report information from/to parents/carers as appropriate.
- Provide clerical/administrative support e.g. photocopying, filing, collecting money etc.
- Prepare the classroom for learning alongside the class teacher and assist with the display of pupils' work.

Support for the School

- Contribute to the positive ethos of the school.
- Develop positive and productive relationships with colleagues.
- Be aware of and comply with school policies and procedures, including those relating to child protection, health and safety, confidentiality and data protection, and report all concerns to an appropriate person in accordance with policy.
- Help to ensure that all pupils have equal access to opportunities to learn and develop.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including at break.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Be available to work on 2 INSET days each year.
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.
- Post holders will be required to undertake the completion of the Teaching Assistant Induction Programme and basic skills training provided by the school, including Little Wandle (early reading) training.
- Appropriate First Aid Qualification will be required.

- **You may be required to work up to 2 evenings per academic year to support school or trust events.**

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the Trust, and only after consultation with you.

Please note this job has a Probationary Period of 6 Months and a Notice Period of 1 Month.

Person Specification for Level 3 Teaching Assistant

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> Experience working with children. 	<ul style="list-style-type: none"> Experience working in an educational setting Experience of working with pupils in Early Years/KS1/KS2 Experience working with students with SEND
Education and Training	<ul style="list-style-type: none"> Possess a NVQ Level 3 (or equivalent) in Childcare/Early years and education GCSE or equivalent in Maths and English Strong literacy and numeracy skills, in line with the KS2 curriculum. 	<ul style="list-style-type: none"> First Aid training (this will be provided if you do not currently possess a first aid qualification). Knowledge of and proficiency in the KS2 curriculum (e.g. English and maths).
Special Skills and Knowledge	<ul style="list-style-type: none"> Ability to follow the Anston Greenlands TA Standards (see appendix). Understanding of child development and learning. Proficiency in standard IT packages including Microsoft Office. 	<ul style="list-style-type: none"> Knowledge of issues that may present barriers to learning and social inclusion. Proficiency in KS2 appropriate software. Any additional knowledge of the KS2 curriculum.
Personal Skills and Qualities	<ul style="list-style-type: none"> Positivity and enthusiasm! Ability to communicate effectively with a wide range of audiences Ability to relate to students in a pleasant and professional manner and to recognise potential child safeguarding issues Flexibility and adaptability. Reliability, initiative and commitment. 	
Additional Factors	<ul style="list-style-type: none"> Willingness to be a wider part of school life and be involved in the school community Commitment to equal opportunities 	<ul style="list-style-type: none"> We are keen to hear about your passions and interests outside work.

APPENDIX

Anston Greenlands TA Standards *Maximising Impact on Learning* Created by TAs

Deepening thinking

- Use effective questioning. Don't rely on closed questions or lead the children towards obvious answers.
- Have a secure subject knowledge so that you can provide appropriate, challenging next steps. If you need to, familiarise yourself with content by talking to the class teacher or other staff, or by reading around the area.
- Revisit learning regularly to help children commit skills and understanding to long term memory.

Role modelling learning

- Be positive! The way you project yourself in and out of the classroom is vital. If children see an adult who is well prepared, motivated and punctual, they will see this as normal.
- Show that you're interested in the children's learning. If you are enthusiastic about being in a lesson, they are more likely to feel the same.
- Ensure that the work you're modelling to the children is high quality (e.g. using correct grammar, using appropriate strategies in maths, demonstrating good handwriting and spelling etc.)

Engaging children in learning

- 'Light the spark' – know the interests of the children you're working with and adapt learning to suit them. Be interested in them and their learning.
- Give the child your full attention. Children can tell when you're not interested!
- Don't be afraid to find alternative ways to deliver the learning. If one approach isn't working, try another!

Developing greater pupil independence

- Be patient – be prepared to wait for a response rather than moving on / prompting / asking a different child.
- Allow children to see what they are capable of and promote independent thinking, by supporting or questioning, then leaving time for them to act on this.
- Show that you're proud of small steps.