

TEACHING ASSISTANT LEVEL 3 - PERSON SPECIFICATION

Criteria	Desirable	Essential	Method of Assessment
Experience	Variety of teaching assistant experience working with pupils who have SLD /ASC /PMLD/Complex Needs.	Variety of teaching assistant experience	Application and interview
Knowledge and understanding	Working knowledge of pupils who have SLD /ASC /PMLD/Complex Needs. Awareness of Medical needs of pupils	Previous teaching assistant work in school settings.	Application and interview
Qualifications	Team Teach Level 2 qualification or equivalent in Maths/numeracy and English/literacy.	NVQ Level 3	Presentation of relevant certificates at interview.
Skills and Aptitudes	Experience of working within a class setting as part of a team	Good interpersonal skills. Effective communication skills, both oral and written. Ability to work as part of a team	Application and interview

BLUEBELL PARK SCHOOL

SCHOOL

POST TITLE

TEACHING ASSISTANT

GRADE

LEVEL 3

RESPONSIBLE TO

ASSISTANT HEADTEACHER

MAIN PURPOSE

To work with and supervise individuals and groups of children under the direction of the teacher. Inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricular/resource area.

MAIN DUTIES

Support for Pupils

Use specialist (curricular/learning) skills/training/experience to support pupils (e.g. curricular, SEN, behaviour, EAL, pupils with a significant visual impairment, signing with Hearing impaired pupils, Early Years).

Assist with the development and implementation of Individual Education Plans.

Establish good working relationships with pupils acting as a role model and setting high expectations.

Encourage pupils to interact with others and engage in activities led by the teacher.

Provide specific support to pupils' dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.

Promote inclusion and acceptance of all pupils.

Promote self esteem and independence, employing strategies to recognise and reward achievement within established school procedure.

Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.

Respond to pupils who may become ill and to emergencies in the most appropriate manner and in accordance with established school procedure.

Deal with the personal care and comfort of pupils, as required, in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines.

Support for the Teacher

Establish and maintain an appropriate learning environment under the supervision of the teacher.

Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.

Undertake marking of pupils' work against an agreed marking scheme under the direction of the teacher.

Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents/carers under the teacher's supervision.

Administer and assess routine primary tests, accurately recording achievement/progress and invigilate exams/tests.

Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Establish constructive relationships with parents/carers.

Assist with the display of children's work.

Provide minimal clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.)

To be involved in the planning, development and implementation of programmes of support for pupils with special educational needs.

To contribute to the review of pupils' needs.

To escort pupils as necessary and assist in movement around the school

Assist in the development and implementation of appropriate behaviour management strategies.

Support for the Curriculum

Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupils learning styles and individual needs.

Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Determine the need for, prepare and maintain general and specialist equipment and resources.

Assist pupils to access learning activities through specialist support e.g. curriculum/SEN specialism, Behaviour management, translation signing.

Support for the School

Working in a collaborative way with the teacher, contributing ideas and strategies to assist with the planning, development and delivery of the curriculum and its differentiation amongst pupils. Their role would be to undertake planning and implementation of specific programmes to small groups of children. They would be able to undertake cover supervision for short term absences as appropriate.

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.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Assist with the planning and supervision of opportunities for pupils to learn in out of school contexts, including before and after school, if appropriate, and within working hours.

Undertake personal development through training and other learning activities including performance management as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Establish own best practice and use to support others.

Assist in the induction of other teaching assistants.

Note This is not a comprehensive list of all the tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Personal Attributes

Communication & Influence

Communicates in a clear, accurate and succinct manner to delivering information to the right person ensuring they understand the message. Ensures that method of communication is appropriate to achieve the required result. Provides factual information as requested or re-directs requests to a more appropriate person.

Team working

Acts in a manner consistent with team goals, standards and values, actively co-operating with colleagues in own area. Maintains open and honest relationships with colleagues and shows sensitivity to the needs and feelings of others. Actively listens to take account of others' views and opinions. Works with the team to generate solutions and reach consensus.

Organisational Awareness

Demonstrates a broad knowledge of the schools activities and how they contribute to the schools performance as a whole. Is able to describe the current activities in their area and whole school developments. Demonstrates how own job performance contributes to the schools vision.

Adaptability

Responds positively to the change process. Helps others to understand the need and reasons for change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges conventional thinking and existing practices.

Use of technology

Is able to use and understands the purpose of information communication technology (ICT) and has the ability to search for and extract information from a range of technology. Adapts data according to particular needs and presents it appropriately.

Professional values and Practice

Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for them development as learners.

Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

Experience & Knowledge

Minimum 2 years experience working with and or caring for children of relevant age/subject area, in an educational setting.

Understanding and working knowledge of national/foundation stage curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.

Understanding and working knowledge of principles of child development, learning styles and independent learning.

Understanding of inclusion, especially within a school setting.

Experience of resource preparation to support learning programmes.

Ability to relate well to children and adults.

Specialist subject knowledge curriculum/resources (enter specifics here) if required by school.

Qualification & Training

Level 2 qualification or equivalent in Maths/numeracy and English/literacy.

Relevant Level 3 qualification or equivalent in Teaching Assistance/Early Years.

Willingness to attend/completed DfES Teacher Assistant Induction Programme.

Training in relevant learning strategies e.g. literacy and/or particular curriculum or learning e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.

Willingness to undertake appropriate first aid training.

Date Issued:

Line Manager Signature:

Employee Signature: