

WARRINGTON BOROUGH COUNCIL

JOB DESCRIPTION

DEPARTMENT/SCHOOL: FOX WOOD SCHOOL

POST TITLE: TEACHING ASSISTANT LEVEL 3

GRADE:

REPORTS TO: HEADTEACHER

MAIN PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, 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 specific curricula/resource area. To implement specific programmes with individuals or small groups throughout the curriculum.

JOB PROFILE

SUPPORT FOR THE PUPIL

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Assist with the development and implementation of Individual Education Plans.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- 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.
- Support pupils as part of a planned inclusion programme.
- Use specialist (curricular/learning) skills /training/experience to support pupils.

SUPPORT FOR THE TEACHER

- Provide minimal clerical/administration support (eg photocopying, typing, filing, collecting money etc)
- Assist with the display of children's work
- 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 and 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.
- Administer and assess routine primary tests and accurately record achievement/progress.
- 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.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision.

SUPPORT FOR THE CURRICULUM

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil 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
- Assist pupils to access learning activities through specialist support eg. curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- To be familiar with the content of the school curriculum.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 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.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required
- Establish own best practice and use to support others.
- Assist with the supervision, training and development of classroom support staff.
- Assist with planning opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- To undertake cover supervision for whole classes.
- Monitor and manage stock, within an agreed budget, cataloguing resources and undertaking audits as required.
- Accompany pupils on visits to other establishments, trips and out of school activities as required.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

**FOX WOOD SCHOOL
TEACHING ASSISTANT LEVEL 3**

Person Specification

	Essential	Desirable
<p>1. Qualifications/training</p> <ul style="list-style-type: none"> ▪ Minimum 2 years experience of working with children in an educational setting (within specified age range/subject area) ▪ NVQ III or equivalent in teaching assistance or relevant experience ▪ Willingness to participate in relevant training and development opportunities ▪ Training in the literacy/numeracy strategy ▪ Training in special educational needs strategies ▪ Willingness to undertake appointed person certificate in first aid administration ▪ Specialist subject knowledge curriculum/resources 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p>2. Knowledge, Understanding and Skills</p> <ul style="list-style-type: none"> ▪ Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc. ▪ Working knowledge and understanding of principles of child development, learning styles and independent learning ▪ Working knowledge of relevant policies/codes of practice/legislation ▪ Understanding of inclusion, especially within a school setting ▪ Experience of resources preparation to support learning programmes 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<p>3. Skills and Abilities</p> <ul style="list-style-type: none"> ▪ Ability to work effectively within a team environment, understanding classroom roles and responsibilities ▪ Ability to build and maintain effective working relationships with all pupils and colleagues ▪ Ability to promote a positive ethos and role model positive attitudes ▪ Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate ▪ Ability to adapt own approach in accordance with pupil needs ▪ Excellent personal numeracy and literacy skills ▪ Effective use of ICT to support learning 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>

	Essential	Desirable
<p>4. Personal Qualities</p> <p>Must be able to demonstrate all of the following:</p> <ul style="list-style-type: none"> ▪ High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements ▪ Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners ▪ Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work ▪ Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice ▪ Able to liaise sensitively and effectively with parents and carers recognising role in pupils' learning ▪ Able to improve their own practice through observations, evaluation and discussion with colleagues 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	