TEACHING ASSISTANT LEVEL 3

Responsible to: Support for Learning

Grade: L4

Conditions:

PURPOSE OF POST:

- To support the learning of all pupils, specially those with emotional, social and mental health needs
- Work with targeted groups
- Lead specific school wide projects

ORGANISATION CHART:

- Assistant Headteacher, Support for Learning
- Team Leader Special Needs or Support for Learning Teacher
- Teaching Assistant

PRINCIPAL RESPONSIBILITIES:

1. Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate and support the intellectual, social development and behaviour management of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.

2. Contribute to the planning and teaching and learning for the whole class and/or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes for small groups and the devising of activities and target setting.

3. Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Individual Educational Plans where relevant) keeping detailed records of individual’s progress through pupil tracking sheets for all classes, to monitor supported progress on a termly basis.
4. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.

5. Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. Invigilate tests and examinations as directed. Supervise whole groups in particular curriculum activities and the class for agreed periods.

6. Develop and maintain supportive relationships with parents, carers and others of the pupil’s community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.

7. Contribute to the care, health and welfare of pupils in accordance with the school’s health and safety and related policies.

8. As required, lead specific aspects of teaching, learning and personal development, for example projects or activities.

9. Contribute to the order and cleanliness and organisation of the classroom environment.

**Generic Responsibilities of all staff**

1. To consistently uphold the school’s aims and strive to attain school targets.
2. To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
3. To work with students within the framework of the school in a courteous, positive, caring and responsive manner.
4. To take an active and positive role in the school’s commitment to the development of staff and review procedures.
5. To seek constantly to improve the quality of the school’s provision.
6. To present oneself in a professional way that is consistent with the values and expectations to the school.
7. To be responsible for promoting and safeguarding the welfare of children and young persons.

The Chiltern Learning Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across both schools by agreement with the Chief Executive.

**DIMENSIONS:**

- **Supervisory Management:** Coaching Others
- **Financial Resources:** N/A
- **Physical Resources:** Classroom materials, equipment and resources
We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Chiltern Learning Trust’s policies are reflected in all aspects of his/her work, in particular those relating to;

**Safeguarding Children**

**CONTEXT:**
All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy压urised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs and would be involved in promoting the acceptance and integration of pupils with English as a second language.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment’.
TEACHING ASSISTANT LEVEL 3

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected
Desirable (D): - useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria

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<tr>
<th>Attributes</th>
<th>Essential</th>
<th>How Measured</th>
<th>Desirable</th>
<th>How Measured</th>
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<tbody>
<tr>
<td>Experience</td>
<td>Demonstrable experience of planning, monitoring and assessment of pupils work.</td>
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<td>Substantial experience of working in an educational setting.</td>
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<td></td>
<td>Some experience of working with people with emotional, social and mental health needs and some experience of working with pupils for who English is an additional language.</td>
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<p>| Skills/Abilities | Able to contribute constructively to and work effectively as a member of a team. | 1,2,1         |           |              |
|                  | Able to use own initiative in working with parents/carers and the child’s community within an agreed framework of policies and procedures. | 1,2,1         |           |              |
|                  | Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals etc., | 1,2,1         |           |              |
|                  | Able to keep accurate records and use these to form judgements. | 1,2,1         |           |              |
|                  | Able to support learning in literacy at relevant Key Stage. | 1,2,1         |           |              |
|                  | Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning. | 1,2,1         |           |              |</p>
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<td>Equality Issues</td>
<td>Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils’ education in an urban, multi-cultural context.</td>
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<td>Specialist Knowledge</td>
<td>Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.</td>
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<td>Education and Training</td>
<td>Able to commit to relevant job training. NVQ in children Level 3, NNEB or equivalent qualification. Willingness to undertake First Aid training and to apply this in the school.</td>
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<td>1,2,4</td>
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<td>Other Requirements</td>
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1 = Application Form  
2 = Interview  
3 = Test  
4 = Proof of Qualification  
5 = Practical Exercise

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the posts.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to:

(i) Equal Opportunities  
(ii) Health and Safety  
(iv) Code of Conduct