

GRADE 3 TEACHING ASSISTANT – SPECIALIST SUPPORT UNIT

JOB DESCRIPTION

JOB FAMILY:	Teaching Assistant (working within the Specialist Support Unit)
GRADE:	Grade 3 above the bar
SPINAL COLUMN POINTS:	7-9
RESPONSIBLE TO:	Unit Leader

LEVEL DESCRIPTION:

1. This post requires the post-holder to have considerable expertise or specialism.
2. The teacher plans lessons and directs learning.
3. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum.
4. Teaching Assistants work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.
5. All duties will be carried out within recognised procedures or guidelines.
6. The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.
7. This is a supervisory level post.

DUTIES:

Support for pupils

8. Deliver learning activities under the guidance of the class teacher.
9. Undertake a range of more specialised tasks to support learning.
10. Assist an individual pupil, or a small group of pupils, some of whom may have Special Educational Needs.
11. As appropriate, look after sick/upset pupils and attend to physical needs.
12. Work closely with the class teacher to contribute to the management of pupil behaviour, maintain order and an appropriate working environment including the implementation of the school's behaviour policy.
13. Observe and report on pupil performance.
14. Ensure the health and safety and welfare of pupils is maintained at all times.
15. Provide comfort and immediate care in case of minor accidents, and report serious incidents to the appropriate person for action.
16. Ensure the health and safety and welfare of pupils is maintained at all times.

Support for the teacher

17. Undertake routine tasks to support the teacher during lessons, e.g. through directed work, preparing classroom materials, displaying pupils' work, supervising small groups of pupils.

18. Observe and report on pupil performance and maintain basic records.
19. Assist in the preparation of reports on pupils' performance, and contribute to the maintenance of pupils' records.
20. Assist teaching staff to ensure that the aims and objectives of the school are achieved.
21. Assist with the development and implementation of IEPs.

Support for the curriculum

22. Undertake routine tasks to support the curriculum and assist with events organised as part of the curriculum, e.g. organise and schedule pupil's annual review meetings.
23. Support the implementation of Government initiatives under the direction of the teacher.
24. Support the implementation of the school development plan and all of the school's policies and procedures including Intimate Care, under the direction of the teacher.
25. Accompany teaching staff and pupils on educational visits.
26. Candidates with qualifications and or experience in some of the following: Forest Schools, emotional literacy approaches, Attachment Theory, Nurture, first aid are desirable.

Support for the school

27. Contribute to the overall ethos, aims and work of the school.
28. Liaise effectively with parents and other parties, as required.
29. Be aware of and fully comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
30. Attend and contribute to SEN and other review meetings if required by the Head Teacher and where appropriate, disseminate information to other Teaching Assistants
31. The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the existing level of responsibility vested in the post.

EVALUATION NOTES



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KNOWLEDGE

- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form, pupil progress records
- The post holder will be expected to resolve more complex queries and problems
- The post holder will have a shared responsibility with the teacher for timetabling, rosters and planning activities to support learning

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, if required
- Ability to disseminate key information to other Teaching Assistants

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to manage own workload, and that of other Teaching Assistants, under direction of teacher
- Ability to work with groups of pupils carrying out specific tasks or on field trips etc
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment generally light
- On occasion may be required to lift or assist others to lift a pupil who is unwell or injured
- On occasion may be required to physically restrain a pupil (only when appropriate training has been delivered)

MENTAL DEMANDS

- Greater level of sensory attention when undertake tasks to support literacy/numeracy activities
- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)



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- Awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Shared responsibility with teacher when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- Supervisory responsibility for other Teaching Assistants

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Ability to complete a range of records, e.g. incident report forms, pupil progress records

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell



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