

Job Title	Senior Teaching Assistant – Level 3		
Location	Marland Primary School		
Reporting to	Learning Support Manager Assistant Headteacher/Headteacher		
Grade (NJC)	D	Point Range	7-12
Directorate	Education		
Effective date of JD	11 th October 2017	JE Job Number	G.0718

PURPOSE OF JOB

To work under the guidance of the teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. To occasionally supervise whole classes during the short-term absence of teachers (i.e. cover supervision) and to respond to questions and generally assist pupils in undertaking set activities when fulfilling this role. Also, to plan, deliver and report on, individual phonics interventions on a 1:1 basis.

MAJOR RESPONSIBILITIES

To work under guidance to deliver learning by:

- Undertaking cover
- Being actively involved in the whole planning cycle
- Implementing work programmes
- Undertaking evaluation and record keeping
- Providing specialist SEN, subject, or other support
- Through intervention work

DUTIES

Support the teacher by:

- Working with the teacher to establish an appropriate learning environment
- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems /records as requested
- Undertaking marking of pupils work and accurately recording achievement/progress

- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participating in feedback sessions/meetings with parents either alongside the teacher or as directed
- Administering and assessing routine tests and invigilating exams/tests
- Providing general clerical/administrative support e.g. administering course work, producing worksheets for agreed activities etc.
- To acquire and utilise the skills necessary to work effectively with students who have behavioural, emotional and/or mental health difficulties (SEMH). This would include behaviour management, physical intervention / positive handling techniques (PIPS), counselling, etc. and put into practice specialist programmes devised.

Supporting pupils by:

- Using specialist curricular/learning skills/training/experience
- Assisting with the development and implementation of EHCPs
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Promoting the inclusion and acceptance of all pupils within the classroom
- Working consistently whilst recognising and responding to individual pupil needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs
- Implementing local and national learning strategies e.g. literacy, Phonics, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
- Supporting the use of ICT in learning activities and developing pupil's competence and independence in its use
- Helping pupils to access learning activities through specialist support
- Determining the need for, preparation of, and maintenance of general and specialist equipment and resources

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school

- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

This document outlines the duties for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and the duties may be varied from time to time which do not change the general character to the job or the level of responsibility entailed.

Marland School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. An enhanced DBS disclosure is required for this post.

PERSON SPECIFICATION

TITLE Specialist Teaching Assistant
(Supporting and Delivering Learning)

SCHOOL Marland School

GRADE D

Category	Requirements	Essential/ Desirable	Method of Assessment
Education/Training	Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)	Essential	Application
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	Application Interview
	Willingness to participate in other development and training opportunities	Essential	Application Interview
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	Application Interview
	NVQ 3 for Teaching Assistants or equivalent qualifications or experience	Essential	Application
	Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	Essential	Application
Experience	Proven experience of working with children of relevant age in a learning environment	Essential	Application Interview
	Experience of working with the national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy	Desirable	Application Interview
	Experience of using ICT to support learning	Desirable	Application Interview
Knowledge	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Essential	Application Interview
	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy	Essential	Application Interview

	Understanding of principles of child development and learning processes, and in particular, barriers to learning	Essential	Application Interview
Skills/Abilities	Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes	Essential	Application Interview
	Ability to effectively use ICT to support learning, or to undertake training to do so	Essential	Application Interview
	Ability to use other technology to support learning - e.g. video, photocopier etc.	Essential	Application Interview
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	Application Interview
	Ability to relate well to children and adults, including other professionals/carers	Essential	Application Interview
	Ability to demonstrate and promote good practice in line with the ethos of the school/organisation	Essential	Application Interview
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	Application Interview