



Teaching Assistant Level 3 JOB DESCRIPTION

Role Purpose:

The purpose of this role is to work with teachers to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs. Work may be carried out in the classroom or outside the main teaching area.

Key Accountabilities:

Reporting to a Phase Leader or SLT link, this post holder will be accountable for;

Support for pupils

- Select appropriate resources/methods to facilitate agreed learning activities, differentiating and adapting learning programmes to suit the needs of allocated pupils
- Assist with the implementation of individual Education/Behaviour plans and Personal Care programs as agreed with the teacher.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Understand and support independent learning and inclusion of all pupils as required.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Provide feedback to pupils in relation to progress and achievement in agreement with the teacher.
- Deal with the personal care needs of children where appropriate in line with the guidance of E-ACT.
- Deliver lunchtime and afterschool clubs for children as directed by senior leaders.
- Undertake at least one of the following:
 - Provide specialist support to pupils with special educational needs (for example learning, behavioural, communication, social, sensory or physical difficulties)
 - Provide specialist support to pupils where English is not their first language
 - Provide specialist support to gifted and talented pupils
 - Provide specialist support to all pupils in a particular learning area (for example ICT, literacy, numeracy, National Curriculum subject, etc)

Support for the teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required.
- Select and use appropriate strategies, as agreed with the teacher, to support pupils to achieve learning goals.

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- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher.
- Assess, record and report on development, progress and attainment as agreed with the teacher.
- Provide detailed and regular feedback to teacher on pupils' achievement, progress, and behaviour.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the established policy and encourage pupils to take responsibility for their own behaviour.
- Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.

Support for the curriculum

- Support learning by arranging/providing resources for lessons/activities in agreement with the teacher
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

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| Thinking Big | <ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence |
| Doing the Right Thing | <ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work |

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| | <ul style="list-style-type: none"> • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission |
| Showing Team Spirit | <ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams |

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

| | | E | D | A | I | P |
|---------------------------|---|----------|----------|----------|----------|----------|
| Organisational Fit | Thinking Big | X | | X | X | X |
| | Doing the Right Thing | X | | X | X | X |
| | Showing Team Spirit | X | | X | X | X |
| Knowledge | TA3 qualification or relevant experience | X | | X | X | X |
| | GCSE Maths and English minimum grade C or equivalent | X | | X | X | X |
| | Knowledge and understanding of how children learn and how to motivate them | X | | X | X | X |
| | Knowledge of strategies for spelling, reading and number skills | X | | X | X | X |
| | Knowledge of strategies to develop learning | X | | X | X | X |
| | Knowledge of and compliance with policies and procedures relevant to child protection, health and safety. | X | | X | X | X |
| | Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation | | X | X | X | X |
| Experience | Relevant educational experience supporting a child/children in a primary school setting | X | | X | X | X |
| | Experience of working with children who have a wide variety of educational needs | | X | X | X | X |
| | Experience of updating assessments and Individual Education Programmes | | X | X | X | X |
| | Experience of liaising with the SENCO and outside agencies | | X | X | X | X |
| Skills | Ability to work with an individual child or with a group | X | | X | X | X |
| | Demonstrable expertise in at least one of the relevant specialist skills areas | X | | X | X | X |
| | Ability to work closely with parents | X | | X | X | X |
| | Ability to model acceptable behaviours and encourage good social skills | X | | X | X | X |
| | Ability to extend children's thinking skills | X | | X | X | X |

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| | Ability to communicate with a wide range of stakeholders using a variety of methods | X | | X | X | X |
| | Ability to work constructively as part of a team | X | | X | X | X |
| | Ability to use ICT effectively to support learning | X | | X | X | X |

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