

FOR GUIDANCE PURPOSES ONLY
Please refer to the school for further details

**London Borough of Havering
Social Care & Learning Directorate**

Model Job Profile - Special

Job Title: Teaching Assistant

Grade: Grade 3 (APTC Scale 4)

Liases with: Class teachers

Job Purpose and Content

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs – physical, behavioural, medical and emotional.

The Teaching Assistant works under the direction and control of the headteacher and the relevant class teacher. At Grade 3 they would normally be expected to work independently with minimal supervision by the class teacher. They may be required to manage groups or individuals from a class without the presence of the classroom teacher and to use their own initiative to plan, organise and manage activities and tasks, which reflect their specific expertise, knowledge and understanding.

Principal Responsibilities

1. **Support for pupils:**

- a) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- b) develop a thorough understanding of complex specific needs and/or conditions of specified pupils – physical, emotional, medical or behavioural
- c) where necessary and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the School Visits Policy
- d) support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- e) develop a thorough understanding of the specific learning needs of identified pupils

- f) foster pupil independence through supporting improvement in their knowledge, skills and understanding
- g) be responsible for First Aid (after training) in the event of accident or injury and the completion of appropriate documentation
- h) provide direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
- i) supervise break times and develop a thorough understanding of the role of games and play in the development of pupils
- j) be responsible for supporting the complex medical needs of pupils and the completion of appropriate documentation where necessary
- k) undertake specific Health and Safety duties relevant to pupil needs (which may include for example, manual handling, restraint, food hygiene and risk assessments)
- l) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- m) supervise meal times and the application of school policy and curriculum on food, hygiene and health

2. Support for the teacher(s):

- a) assist in the arrival and departure of pupils to school and lessons and transfer around the school
- b) be responsible for the preparation and layout of materials, equipment and resources in classrooms and teaching spaces
- c) support pupil(s) access to the curriculum by differentiating instructions and resources and supporting complex language development/needs
- d) help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- e) supervise pupils using specialist resources, equipment, and/or facilities on and off school premises
- f) conduct the start/end of a lesson, under the direction of the class teacher
- g) in the presence of the teacher, supervise the class whilst the teacher works with specific groups of pupils or individuals
- h) supervise the work of other teaching assistants in the presence and/or under the direction of a teacher
- i) support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work of pupils
- j) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- k) where necessary, correct behaviour to maintain order and discipline
- l) report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

3. Support for the school/department:

- a) attend meetings, including meetings of the school/department/team, where appropriate

- b) help teachers, therapists and other professionals with assessments, tests and examinations
- c) share information and expertise, which could benefit other team members in their work
- d) provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- e) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- f) promptly report any difficulties in communicating with parents and carers to the class teacher

4. Support for the curriculum

- a) support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- b) support pupils to develop skills in the use of ICT and support the use of appropriate specialist curriculum software
- c) obtain accurate and up-to-date information on pupils' achievement, development and specific needs as appropriate
- d) deploy specific (to be agreed) expertise, knowledge and understanding to support pupil learning
- e) monitor pupils' responses to learning activities and, where necessary, modify and adapt activities to achieve the intended learning outcomes
- f) promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- g) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- h) provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- i) learn, develop and deploy appropriate strategies to motivate pupils to participate, collaborate and learn

5. Arrangements for appraisal of performance:

- a) participate in the school induction processes appropriate to the grade level and, thereafter, the annual performance review process

ADDITIONAL REQUIREMENTS

1. The London Borough of Havering has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

**London Borough of Havering
Social Care & Learning Directorate
Teaching Assistant – Grade 3, Special
Model Person Profile**

Skills and Abilities	Essential	Desirable	Assessed by
Effective communication of instructions and guidance	✓		Interview
Ability to adapt or modify interactions to pupils' needs and interests	✓		Application
Ability to summarise and present information from observations of pupil performance	✓		Application & interview
Ability to manage time effectively	✓		Application & interview
Ability to recognise the range and implications of factors that impact on the behaviour of pupils, eg, age, gender and culture.		✓	Interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application & interview
Knowledge			
Principles underlying effective communication, planning and collaboration	✓		Application & interview
Group dynamics and how to apply them	✓		Application & interview
How to provide a structured activity within a group setting	✓		Application & interview
The implications of the Children Act and child protection for selection and use of behaviour management strategies	✓		Application & interview
Health and Safety at Work Act 1974	✓		Interview
Relevant national, local and school development priorities	✓		Interview
How to obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs	✓		Interview
Strategies suitable for supporting pupils' learning and how these relate to specific activities	✓		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		✓	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓	Application & interview
National policies for literacy and numeracy		✓	Application & interview
The resources used to develop literacy and numeracy skills		✓	Application & interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application & interview
Qualifications and Experience			
At least three years working as a Teaching Assistant and N/SVQ Level 3 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 3	✓		Interview

