

## Teaching Assistant Grade 3

<b>Job Description</b>	
<b>POST TITLE:</b>	<b>Teaching Assistant 3 (specialist Teaching Assistant – Visually Impaired (VI))</b>
<b>GRADE:</b>	<b>Grade 6 – pt 11-19</b>
<b>CAR USER:</b>	
<b>LOCATION:</b>	<b>St Augustine’s RC High School</b>
<b>RESPONSIBLE TO:</b>	<b>SENCO (Head of Learning Support)</b>
<b>STAFF RESPONSIBLE FOR:</b>	<b>Supporting pupil with visual and physical impairment</b>
<b>JOB PURPOSE:</b>	<b>The main objectives to be achieved by the Postholder</b>
<p>Expected to work with the teacher and SENCO in a collaborative way, in meeting the personal, social and curriculum related needs of pupils, including those with special needs (visual impairment, physical needs, and learning difficulties) to establish positive, supportive and constructive relationships with pupils, parents, carers and the wider community, and by contributing ideas and strategies. Will assist with the planning, delivery and evaluation of the curriculum and it's differentiation amongst specific pupils. Would be expected to:</p> <ul style="list-style-type: none"> <li>• plan and implement teaching and learning activities to individuals and groups to undertake supervisory cover for classes as appropriate.</li> <li>• establish - supportive and constructive relationships with pupils, parents, carers and the wider community</li> </ul>	
<p><b>MAIN ACTIVITIES :</b> <b>What the Postholder will actually do. What Prescribed duties the postholder will have.</b></p>	
<p><b>In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post .</b></p> <p><b>Support for Pupils</b></p> <ul style="list-style-type: none"> <li>• To work collaboratively with the class teacher and external specialist staff in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) and to differentiate curriculum content according to the needs of pupil(s).</li> <li>• To plan and implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas.</li> <li>• To be fully involved in the planning and development, of independent social and interpersonal skills and to undertake activities to support the personal, social and emotional needs of pupil(s).</li> <li>• To assist in the devising of pupil's individual targets and their monitoring and review.</li> <li>• To support pupils as part of a planned intervention programme.</li> </ul>	

- To develop positive relationships with pupils and staff to assist pupil progress and attainment.
- To monitor and record pupil progress on a regular basis and to prepare reports as required.
- To assist in the specific medical/care needs of pupils when specific training has been undertaken.
- To assist in the creation and modification of appropriate resources and use of technology to support the pupil in accessing the whole school curriculum.
- To work closely with outside agencies, using their guidance to develop and refine effective provision for the child.

### **Support for the Teacher**

- To monitor individual pupils' progress and to report on pupils needs, achievements and concerns.
- To assist in pupil supervision and the management of pupil behaviour.
- To undertake classroom administrative tasks including the maintenance of records.
- To provide ideas, resources and learning strategies for lessons
- To liaise with parents, carers and outside agencies, where appropriate.
- To undertake arrangements for out of school learning activities, for example, pupil work experience.
- Undertake marking of pupils work and recording of achievement.
- Administer tests and assist in the invigilation of exams.
- Assist in the supervision of children on trips/visits.
- To support class teachers to design, create and produce learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the child in using them.

### **Support for the School**

- To assist in providing a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.
- To liaise with the School's appropriate person with regard to the ordering supplies and equipment
- Monitor and manage stock, if necessary within an agreed budget, cataloguing resources and undertaking audits as required.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- Assist in the supervision, training and development of other members of staff where appropriate.

**Support for the Curriculum**

- To be familiar with the content of the school curriculum.
- To assist in the delivery of appropriate programmes of work.
- To support the use of ICT in learning activities

**Note:**

**In addition, other duties at the same responsibility level may be interchanged with/added to this list at any time.**

**Prepared by:**

**Yasmin Desai**

**Date: 06/11/2024**

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Attendance**

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

**Person Specification Form**

**Post Title - Teaching Assistant - Level 3**

<b>Personal Attributes required (on the basis of the job description)</b>	<b>Essential (E) or Desirable (D)</b>	<b>To be identified by: (eg application form, interview, reference etc)</b>
<p><b>Qualifications</b></p> <p>A Levels or equivalent Level 3 qualification</p> <p>GCSE [or equivalent] at grade C or above in English and Mathematics</p>	<p>E</p> <p>E</p>	<p>A</p> <p>A</p>
<p><b>Experience</b></p> <p>Experience of working with children</p> <p>Experience of / Willingness to undertake specific training in relation to supporting pupils with Visual Impairments and Braille</p> <p>Experience of working in a relevant classroom/service environment</p> <p>Experience of Administrative work</p> <p>Experience of supporting pupils with physical disabilities</p> <p>Experience of working with a range of professionals e.g. Specialist teachers, Speech and Language Therapists, Occupational Therapists etc.</p>	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p> <p>AIR</p>
<p><b>Knowledge/skills/abilities</b></p> <p>Ability to relate well to children</p> <p>Ability to work as part of a team</p> <p>Good communication skills</p>	<p>E</p> <p>E</p> <p>E</p>	<p>AIR</p> <p>IR</p> <p>IR</p>

Ability to relate well to parents/carers	E	IR
Ability to supervise and assist pupils	E	IR
Time management skills	E	IR
Organisational skills	E	IR
Knowledge of classroom roles and responsibilities	E	IR
Knowledge of the concept of confidentiality	E	IR
First Aid Certificate	D	A
Administrative skills	E	IR
Ability to make effective use of ICT	E	IR
Ability to plan and deliver work programmes	E	IR
Flexible attitude to work	E	IR
<b>Other</b>		
Commitment to undertake in –service development	E	I
Commitment to safeguarding and protecting the welfare of children and young people	E	I