

## Generic Job Description School Service Teaching Assistant (Level 3)

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<b>Job title:</b>	Teaching Assistant	<b>Blaenau Gwent Grade:</b>	Scale 5
	(Level 3)		
<b>School:</b>	Special School	<b>Post No:</b>	
<b>Line manager:</b>	Senior teacher, Class teacher, Senior Teaching Assistant		
<b>Supervisory responsibility:</b>	None, apart from assisting in work familiarisation of new members of staff.		
<b>Hours:</b>	32.5 Hours		

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### Main purposes of the job

- To work under the guidance of the class teacher in the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and learning for pupils who have complex needs and multi barriers to learning.
  - During the short-term absence of the class teacher a level 3 teaching assistant may be required to supervise the whole class and deliver pre prepared activities within agreed staffing levels and appropriate risk assessments.
  - To provide general support to the class teacher in the management and organisation of the pupils and the classroom ensuring appropriate support for each pupil dependant on their individual planned needs which will require working closely with other professionals such as speech therapists and/or physiotherapists.
  - To use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs.
  - To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome barriers to learning, including physical, emotional and behavioural difficulties.
  - To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
  - To be responsible for promoting and safeguarding the welfare of children and young people within the school.
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### Main responsibilities and tasks

#### Support for pupils

1. To support working relationship with the pupils, acting as role model and setting high expectations.
2. To support pupils learning in the most effective way working with multidisciplinary teams in order to promote the learning objectives of each pupil.
3. To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance.
4. To support pupils through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.

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5. To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities based on their age and special needs.

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6. To have a knowledge of complex special needs and being able to use appropriate programmes such as Team Teach.
7. To recognise that pupils may have communication difficulties and to be able to use alternative communication techniques if required
8. Working closely with other professionals and following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.
9. To provide support in the delivery of the National Strategy in literacy, numeracy and ICT.

### **Support for the teacher**

10. To work closely with the teacher to assist in the planning, development and delivery of all areas of the curriculum. In the short-term unplanned absence of the teacher, to cover all pre-prepared activities to provide continuity for the pupils.
11. As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate
12. To work on classroom displays following consultation with the teacher.
13. To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher.
14. To be able to adopt a flexible approach to meet the varied needs of the pupils in the classroom and participate in any physical activities as appropriate.
15. To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.
16. To provide objective and accurate feedback and reports to the class teacher and to other professionals as necessary.

### **Support for the school**

17. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection, reporting all concerns to the appropriate named person.
18. To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and or others.
19. To attend relevant meetings and participate in training opportunities and professional development as required.
20. To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
21. To plan, prepare for and accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils and their individual needs under the supervision of the teacher.
22. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
23. To be able to follow the programme of medication for individual pupils as required.
24. To assist in the training and development of other staff.

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- 25. To adhere to school health and safety policy including risk assessment and safety systems.
- 26. To adhere to school policy on equality and diversity.

### **Support for the curriculum**

- 27. To assist in the development of basic literacy, numeracy and ICT skills and support the use of these learning activities as directed by the class teacher.
- 28. To help adapt and plan the development of resources necessary to lead learning activities, considering complex and profound learning difficulties as well as pupils' interests, language and cultural backgrounds.
- 29. Undertake broadly similar duties commensurate with the level of the post as required by the headteacher.

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### **Signatures – line manager and job holder**

**Signature of Manager:**

**Date:**

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**Signature of post holder:**

**Date:**

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