

TEACHING ASSISTANTS - GENERAL

<p>LEVEL 1 - To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.</p>	
<p>SUPPORT FOR PUPILS</p> <ul style="list-style-type: none"> Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters Supervise and support pupils ensuring their safety and access to learning Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs Promote the inclusion and acceptance of all pupils Encourage pupils to interact with others and engage in activities led by the teacher Encourage pupils to act independently as appropriate 	
<p>SUPPORT FOR THE TEACHER</p> <ul style="list-style-type: none"> Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work Be aware of pupil problems/progress/achievements and report to the teacher as agreed Undertake pupil record keeping as requested Support the teacher in managing pupil behaviour, reporting difficulties as appropriate Gather/report information from/to parents/carers as directed Provide clerical/admin. support e.g. photocopying, typing, filing, collecting money etc. 	
<p>SUPPORT FOR THE CURRICULUM</p> <ul style="list-style-type: none"> Support pupils to understand instructions Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher Support pupils in using basic ICT as directed Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use 	
<p>SUPPORT FOR THE SCHOOL</p> <ul style="list-style-type: none"> Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop Contribute to the overall ethos/work/aims of the school Appreciate and support the role of other professionals Attend relevant meetings as required Participate in training and other learning activities and performance development as required Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes Accompany teaching staff and pupils on visits, trips and out of school activities as required 	

<p>Experience</p>	<ul style="list-style-type: none"> Working with or caring for children of relevant age
<p>Qualifications</p>	<ul style="list-style-type: none"> Good numeracy/literacy skills Completion of DfES Teacher Assistant Induction Programme Participate in development and training opportunities
<p>Knowledge/Skills</p>	<ul style="list-style-type: none"> Appropriate knowledge of first aid Use basic technology – computer, video, photocopier Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

TEACHING ASSISTANTS - GENERAL

LEVEL 2 - To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

SUPPORT FOR PUPILS

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, 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
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Experience	<ul style="list-style-type: none"> • Working with or caring for children of relevant age
Qualifications	<ul style="list-style-type: none"> • Good numeracy/literacy skills • Completion of DfES Teacher Assistant Induction Programme • NVQ 2 for Teaching Assistants or equivalent qualifications or experience • Training in the relevant learning strategies e.g. literacy • First aid training/training as appropriate
Knowledge & Skills	<ul style="list-style-type: none"> • Effective use of ICT to support learning • Use of other equipment technology – video, photocopier • Understanding of relevant policies/codes of practice and awareness of relevant legislation • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

TEACHING ASSISTANTS – SUPPORTING & DELIVERING LEARNING

LEVEL 3 - To work under the guidance of teaching/senior staff and within an agreed system of supervision, 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. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

Experience	<ul style="list-style-type: none">• Experience working with children of relevant age
Qualifications/Training	<ul style="list-style-type: none">• Very good numeracy/literacy skills• NVQ 3 for Teaching Assistants or equivalent qualification or experience• Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.• Appropriate first aid training
Knowledge/Skills	<ul style="list-style-type: none">• Can use ICT effectively to support learning• Use of other equipment technology – video, photocopier• Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies• Understanding of principles of child development and learning processes• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to relate well to children and adults• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

TEACHING ASSISTANTS – SUPPORTING AND DELIVERING LEARNING (LEVEL 4)

LEVEL 4 - To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Experience	<ul style="list-style-type: none">• Experience working with children of relevant age in a learning environment
Qualifications/Training	<ul style="list-style-type: none">• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience• Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths• Training in relevant learning strategies e.g. literacy• Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT
Knowledge/Skills	<ul style="list-style-type: none">• Can use ICT effectively to support learning• Full working knowledge of relevant polices/codes of practice/legislation• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies• Good understanding of child development and learning processes• Understanding of statutory frameworks relating to teaching• Ability to organise, lead and motivate a team• Constantly improve own practice/knowledge through self-evaluation and learning from others• Ability to relate well to children and adults• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

TEACHING ASSISTANTS – BEHAVIOUR/GUIDANCE/SUPPORT (LEVEL 3)

LEVEL 3 - Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

SUPPORT FOR PUPILS

- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required

Experience	<ul style="list-style-type: none">• Experience working with children of relevant age• Experience of working with pupils with additional needs
Qualifications/Training	<ul style="list-style-type: none">• Very good numeracy/literacy skills• NVQ 3 for Teaching Assistants or equivalent qualification or experience
Knowledge/Skills	<ul style="list-style-type: none">• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation• Working knowledge of national curriculum and other relevant learning programmes• Understanding of principles of child development and learning processes and in particular, barriers to learning• Ability to plan effective actions for pupils at risk of underachieving• Full understanding of the range of support services/providers• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to relate well to children and adults• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

TEACHING ASSISTANTS – BEHAVIOUR/GUIDANCE/SUPPORT (LEVEL 4)

LEVEL 4 - Under an agreed system of supervision: take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.

SUPPORT FOR PUPILS

- Take a lead role in managing and delivering pastoral support to pupils
- Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Undertake comprehensive assessments of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Take a lead role in the provision of support for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

SUPPORT FOR TEACHERS

- Manage liaison with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Manage record keeping systems and processes
- Take lead role in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Be responsible for the provision of out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Experience	<ul style="list-style-type: none">• Experience working with children of relevant age• Experience of working with pupils with additional needs
Qualifications/Training	<ul style="list-style-type: none">• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience• Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths
Knowledge/Skills	<ul style="list-style-type: none">• Full working knowledge of relevant policies/codes of practice/legislation• Working knowledge of national curriculum and other relevant learning programmes• Understanding of principles of child development and learning processes and in particular, barriers to learning• Ability to plan effective actions for pupils at risk of underachieving• Understand range of support services/providers• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to relate well to children and adults• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these