

Caerphilly County Borough Council Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Teaching Assistant (Level 3)
Job Evaluation ID:	086SCH
Grade:	6
Directorate:	Education
Division:	
Section:	Trinity Fields School and Resource Centre
Unit:	
Location:	
Responsible to:	Headteacher

JOB PURPOSE

To work under the guidance of and complement the work of teachers/senior staff and within an agreed system of supervision to develop and implement agreed work programmes with individuals/groups, in or out of the classroom, addressing their individual needs. This may involve planning, preparing, delivering, assessing, recording and reporting on pupils' achievements and progress.

Responsible for supporting teachers in the management and development of Level 1 and 2 teaching assistants, including allocating and monitoring work, appraisal and training. Level 3 teaching assistants may also supervise whole classes during the absence of a teacher.

KEY RESULT AREAS

Support for pupils: develop and implement plans, providing appropriate care/support to pupils with complex learning and/or health care needs and contributing to the assessment of pupils' needs and progress.

Support for staff: working with teachers and other teaching assistants to ensure the best learning outcomes for pupils; level 3 TAs will be expected to demonstrate tasks or advise/guide level 1/2 TAs, new employees, work experience and trainees.

Support for the curriculum: working with teachers to plan, deliver, monitor and assess the implementation of an appropriate, challenging and personalised curriculum to pupils.



Support for the school: working within the staff team to ensure an efficient, effective and safe learning environment.

Working with others: this will include working effectively with parents, carers, families and other agencies to provide continuity and consistency for pupils.

Responsibility for financial resources: the post involves handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: this post has some responsibility for physical resources, through safe and secure record keeping and maintenance/management of learning resources.

DETAILED TASK PROFILE

Support for pupils

- Assist with the development, implementation and assessment of pupils' plans that will include: Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), Pastoral Support Plans (PSPs) etc.
- Undertake agreed learning activities/teaching programmes, adjusting according to pupil responses.
- Establish effective working relationships with pupils, acting as a role model and setting high expectations.
- Support and use ICT in learning activities and develop pupils' skills and independence in its use.
- Use specialist skills, training and experience to support pupils e.g. Elklan programmes, use of alternative augmentative communication aids, PECS, Signalong etc.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote pupils' independence and self-esteem and use a variety of strategies to recognise and reward achievement.
- Provide feedback to pupils in relation to their progress, achievement and their next steps.
- Use specialist skills, knowledge and training to provide support in specialist areas: personal care, manual handling, feeding, speech and language programmes, sensory etc.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Work with pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs.
- Direct and assist in the supervision of pupils' personal hygiene, toileting and health care needs.
- Direct and assist in the supervision of pupils awaiting collection by parents/escort.
- Assist in the care of sick pupils and accompany them home, if required.
- Support pupils consistently whilst recognising and responding to their individual needs.
- The post involves working within a multi-disciplinary team to support pupils' holistic needs (learning, social, emotional, behavioural and personal care etc.).
- Post holder will be required to use recognised behaviour management strategies to support pupils' learning, as well as implementing agreed manual handling and H&S procedures such as: clamping wheelchairs in minibuses, steering powered wheelchairs, using hoists and specialist changing beds etc.
- There are medical aspects to the role that may include: enteral feeding, administering epilepsy medication, using oxygen and suctioning as well as specific medical training for individual pupils.

Support for staff

- Work with teachers to establish appropriate learning environments e.g. work station for ASD child etc. and support the teacher in managing the class team.
- Assist in developing, delivering, recording and assessing the curriculum, including pupils' IEPs, behaviour plans and therapy programmes.
- Support supply staff as required and mentor students.
- Work with teachers to develop and implement relevant risk assessment procedures.
- Work with staff/pupils to produce displays.
- Develop effective working relationships, act as a role model and set high expectations.
- Lead learning activities as requested.
- Supervise small groups of pupils, in school and on out of school activities.
- Monitor and evaluate pupils' responses to learning activities through observations and planned recording of achievement against 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 (wherever possible) to take responsibility for their own behaviour and actions.
- Administer and assess routine tests and assessments.
- Provide general clerical/administrative support e.g. planning, assessment, records of achievement, produce worksheets for agreed activities etc.
- Assist with lesson/activity planning/whole school improvement, delivery and evaluation.
- Work within the school's child protection and safeguarding policy and maintain confidentiality at all times.

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and needs.
- Implement local and national learning strategies e.g. literacy, numeracy, Learning Pathways and accreditation, Foundation Phase and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and special requirements.
- Help pupils access learning activities through specialist support and intervention, where required.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- 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 vision, ethos, work and aims of the school.
- Establish effective 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.

Working with others

- Ensure positive working relationships with parents/carers/families at all times.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within the role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Work as part of an effective team to develop and sustain partnership working, to include: local authority staff, therapists, nursing staff, Careers Wales, local schools and colleges etc.
- Support and attend meeting with other professionals as required.

Responsibility for financial resources

- Manage class funds and any monies collected for visits etc.

KEY WORKING RELATIONSHIPS

- A significant amount of time is spent supporting pupils and working alongside other professionals in a classroom environment.
- Regular involvement with parents/carers and families.
- Working in partnerships with: local authority staff, social services, health staff (therapists/therapy assistants etc.), nursing personnel and other agencies (Action for Children, Children's Centre etc.).

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

Support the class teacher to lead and manage Teaching Assistants Level 1 and 2 working in the same environment.

Liaise between teaching staff and teaching assistants.

Hold regular team meetings with managed staff.

Represent teaching assistants at teaching staff, and other appropriate meetings.

Assist with the induction, appraisal, training and mentoring of other teaching assistants.

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

- Support class staff to ensure resources are relevant to meet pupils' needs.
- Ensure resources/equipment is safe to use and stored correctly.
- Contribute to whole school inventory of resources/equipment.
- Where necessary make resources to support individual/class needs

Responsibility for the proper use and safekeeping of small items of equipment/low cost materials and to follow health and safety guidelines for equipment used.

Data Systems

Responsible for the safekeeping and manipulation of data/record systems in manual or electronic form.

WORKING ENVIRONMENT

Premises of Trinity Fields School and Resource Centre, working in a school environment, inside and outside of premises (including accompanying children on day and residential trips), classrooms, dining hall and play areas.

ORGANISATIONAL RESPONSIBILITIES

- Understands and demonstrates the principles of confidentiality
- To work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.
- Understands and demonstrates commitment to the Council's Equal Opportunities policies.
- Demonstrate commitment to ongoing personal development
- **The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.**

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	NVQ 3 Qualification in Education or Childcare or equivalent.	Relevant additional qualifications eg, first aid, food hygiene, lifting and handling, Signalong.
KNOWLEDGE	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Relevant policies, codes of practice and relevant legislation; • national curriculum, Foundation Phase, 14-19 Learning Pathways, as relevant to the post; • pupils with a range of SEN including ASD and challenging behaviours; • principles of positive behaviour management; • a variety of Augmentative Communication Systems (e.g. PECS, Signalong, Augmentative ICT aids); • main principles of child development; • disability issues; • child protection and safeguarding issues; • strategies for improving outcomes for learners; • how assessment can inform learning and setting of learning targets; • IEPs, including their development, implementation and assessment. 	
SKILLS	<p>Excellent numeracy and literacy skills.</p> <p>Highly effective communication and interpersonal skills.</p> <p>Good organisational and Information Technology skills.</p> <p>Ability to plan and deliver own workload and direct the work of others effectively.</p> <p>Flexible and willing to undertake a</p>	The ability to communicate in Welsh.

	ESSENTIAL	DESIRABLE
	<p>wide range of duties linked to the level 3 TA role.</p> <p>Personal integrity and the ability to make best use of own skills, resources and abilities.</p> <p>Ability to lead when necessary as well as working within a team and on own initiative.</p> <p>Ability to work collaboratively with multi-professional teams.</p> <p>Ability to organise and lead activities for learners and to implement specialised programmes of support.</p> <p>Ability to support learners with challenging behaviour and to use a range of strategies to support pupils.</p>	
EXPERIENCE	<p>Relevant experience of working with children with severe and complex learning difficulties within a specialist environment.</p> <p>Experience of multi-agency working.</p> <p>Experience of working with families and carers.</p> <p>Experience of developing and using augmentative communication systems and behaviour plans.</p>	
OTHER	<p>Commitment to further personal and professional development.</p> <p>Commitment to the philosophy of inclusion.</p> <p>Enthusiastic about working with children.</p> <p>Confident and flexible approach to work.</p> <p>Able to maintain confidentiality at</p>	

	ESSENTIAL	DESIRABLE
	<p>all times and work within an anti-discriminatory manner, with a commitment to Equal Opportunities.</p> <p>Satisfactory Enhanced DBS will be required to undertake role.</p> <p>The ability to travel throughout County Boroughs and to have transport available for day to day use in the course of the business.</p>	

COMPETENCY FRAMEWORK

CORE COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES
Job Knowledge	Level 2: Understands where role fits in the team and can demonstrate a range of skills in the post. Understands the processes and practices that impact on the post. Is proactive in seeking development opportunities to expand knowledge skills and experience.
Communicating & Persuading	Level 2: Communicates with colleagues and customers in an appropriate way consistent with their level of understanding. Confirms understanding with others and shows appreciation of the views and opinions of colleagues and customers. Can find common ground on which to move forward.
Customer Service	Level 2: Ensures that customers feel that the service they have received is personal. Works effectively to resolve problems before they happen. Able to manage customers' expectations effectively. Has an effective rapport with customers building trust and confidence.
Innovation & Change	Level 2: Actively supports changes that are introduced and generates own ideas about how the job and department may be improved. Makes suggestions regarding process and performance of the team.
Problem Solving	Level 2: Builds a logical approach to address operational problems or difficult situations. Uses acquired knowledge and skills within the work area. Breaks the problem down into manageable parts and calls upon wider expertise where necessary. Ensures solution is fit for purpose. Makes suggesting for solutions to manager where appropriate.
Decision Making & Judgement	Level 2: Contributes to decision making. Makes decisions within the scope of the role. Takes action when opportunities present themselves and acts decisively as appropriate. Is able to justify and explain decisions and solve problems.
Planning & Organising	Level 2: Anticipates and plans how to deal with changes in workloads. Estimates accurately the time needed to complete work. Reprioritises work where necessary to accommodate urgent tasks whilst still achieving goals.
Personal Drive & Effectiveness	Level 2: Looks at opportunities to continuously improve performance, knowledge and skills. Delivers to plans and targets. Willingly accepts challenging goals. Works effectively without direct supervision. Displays resilience and tenacity to demands faced. Seeks feedback from others on own performance.
Teamwork	Level 2: Understands the impact of own role on others. Keeps colleagues updated and informed on what is being done. Is approachable and sensitive towards others. Builds productive relationships with colleagues and sees the collective benefits of pulling together.

MANAGEMENT COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES
People	NA
Political Understanding	NA
Leadership	NA
Resources & Performance	NA

POST AUTHORISATION

HEAD OF SERVICE:		DATE:	
MANAGER:		DATE:	
HR:		DATE:	

POST REVIEW

OFFICER:		DATE:	
OFFICER:		DATE:	
OFFICER:		DATE:	