**Teaching Assistant - Level 3**

**Working Pattern:** Term Time plus 3 days

**Contract Type:** Permanent position

**Closing date: Monday 1st July**

**Interview Date:** TBC

**Start Date: September 2024**

This is an exciting opportunity for a highly motivated and proactive individual to fulfil this role.

Visits to school are warmly welcomed. Please call 0161 223 3457 or email admin@st-francis.manchester.sch.uk to arrange this.

**Job Description – Level 3 Teaching Assistant**

**Job Purpose**

To complement the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine 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.

**Key Responsibilities**

* Working with small groups of children or teaching of whole classes, under the direction of the class teacher.
* Implement planned lessons as agreed with the teacher, adjusting activities according to pupils’ responses as appropriate.
* Understand specific learning needs and styles and provide differentiated support to

pupils individually and within a group.

* Establish positive relationships with pupils, implementing strategies to support them in their learning and following up and assessing the impact of this support.
* With teachers, evaluate pupils’ progress through a range of assessment activities relating to attainment and progress.
* To contribute to assessments of children, as directed by the class teacher/SENDCo, and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
* Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
* Model good practice at all times whilst maintaining high levels of professional conduct.

**General**

* To understand and apply school policies in relation to health, safety and welfare.
* To respect confidentiality at all times.
* To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
* To follow the school’s Safeguarding Procedures and contribute to the safety of all children in the school

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | Essential (E)or Desirable (D) | A=Application I = InterviewR=References |
| **Training,QualificationsandExperience** |
| Hold NVQ Level 4 Teaching Assistant Status or Equivalent or have the necessary experience | **E** | **A** |  |  |
| Have experience ofworking with pupils with Special Educational Needs | **E** | **A** | **I** | **R** |
| Have undertaken specific training in behaviour management strategies | **E** | **A** | **I** | **R** |
| Be a competent user of ICT and be able to assist young people in using it appropriately | **E** | **A** | **I** | **R** |
| Be able to work effectively with a range of outside agencies | **E** | **A** | **I** | **R** |
| **ProfessionalKnowledgeand****understanding** |  |  |  |  |
| Be able to put into practice consistent and fairapproaches to managing the behavior of young people | **E** | **A** | **I** | **R** |
| Be able to show initiative and challenge and reframe situations positively | **E** | **A** | **I** | **R** |
| Be able to adapt learning to allow all learners to access it  | **E** | **A** | **I** | **R** |
| Have understanding of the need to safeguard and promote the welfare of children | **E** | **A** | **I** | **R** |
| **Personalandprofessionalqualities** |  |  |  |  |
| Have good communication skills | **E** | **A** | **I** | **R** |
| Be able to work with a young person with complex needs in group or 1:1 situations | **E** | **A** | **I** | **R** |
| Be able to work positively and reliably as a member of a team  | **E** | **A** | **I** | **R** |
| Have patience, flexibility and resilience | **E** | **A** | **I** | **R** |
| Have an understanding of trauma-informed practice  | **D** | **A** | **I** |  |