CITY OF YORK COUNCIL	**JOB DESCRIPTION**

JOB TITLE: Teaching Assistant Level 3

REPORTS TO: Head Teacher

GRADE: 6

1.	**MAIN PURPOSE OF JOB** To work under the guidance of the Class Teacher, within an agreed system of supervision, to implement and deliver work programmes for pupils.	
2.	**CORE RESPONSIBILITIES, TASKS & DUTIES:**	
	i.	Works under the guidance of the Class Teacher, SENCO or a member of the school's Senior Management Team within an agreed system of supervision. Works with individual pupils, small groups and where appropriate the whole class* under the guidance of the Class Teacher to implement and deliver programmes of work. (*This is not normally expected to be a regular, time-tabled commitment in the absence of the Teacher)
	ii.	Uses own initiative in delivering and implementing learning activities by application of specific skills, knowledge and experience with and of pupils under the guidance of the teacher.
	iii.	Plans and prepares own work in accordance with the teacher's instructions. May be required to adapt work/activities as directed by the teacher.
	iv.	Contributes to the planning cycle under the guidance of the teacher. Prepares and differentiates work defined within the planning cycle under the guidance of the teacher.
	v.	Assists the teacher in preparation of the classroom and resources for planned work to take place.
	vi.	Contributes to the assessment and monitoring of pupil progress through planned pupil observation, marking, recording and feedback procedures.
	vii.	Works with other adults involved in the education process under the guidance of the teacher and by application of specialist skills and knowledge.

	viii.	Attends and contributes to meetings with other staff, external professionals and parents regarding pupils under the guidance of the teacher.
	ix.	Contributes to the school improvement plan by taking responsibility for specific areas of work that are appropriate to the TA's skills, knowledge and experience as identified by the Senior Management Team.
	x.	Supervises pupils on school visits and in other activities outside of the classroom under the guidance of the teacher.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	Contributes to the overall ethos, work and aims of the school
3.	**SUPERVISION / MANAGEMENT OF PEOPLE** May be required to supervise other staff	
4.	**CREATIVITY & INNOVATION** Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities. Monitors and is responsive to pupils' personal needs and communication. Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate. On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher. Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. Participates in the design of classroom and school displays.	

5.	**CONTACTS & RELATIONSHIPS** **Internal** Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Contributes to the professional development of colleagues. Works in collaboration with other support staff - daily. **External** Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required.
6.	**DECISIONS – discretion and consequences** Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress. Communicates information effectively to teachers, other professionals and parents whenever the need arises. Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
7.	**RESOURCES** None
8.	**WORK ENVIRONMENT –** **Work demands** Need to implement activities in lessons as planned. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption.

	Physical demands Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. **Working conditions** Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. **Work context** Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. Risk of infection when dealing with unwell children. May also involve visits in the home – following recognised procedures.
9.	**KNOWLEDGE & SKILLS** Excellent communication skills Excellent interpersonal skills Time management and organisational skills Literacy and numeracy skills Team player and team leader skills ICT capability – to produce appropriate resources In depth knowledge, understanding and skills in relation to their specialist area Knowledge of normal child development and children's personal development needs Knowledge of strategies which promote good behaviour and discipline Knowledge of developmental progression in the emotional curriculum Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. Experience of working in multi-disciplinary teams Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.