Job Description

Teaching Assistant Level 3 (L3TA) GMB

Job Details	
Grade	TBC
Job Evaluation Number	Subject to Evaluation
Directorate	Children and Families
Division	Schools

1.0 Portfolio Responsibilities

This job provides higher-level support through the delivery and adaptation of learning activities. It supports access to the curriculum and enrichment for all pupils. It may focus on supporting pupils with special educational needs and/or those for whom English is an additional language. It contributes to planning, assessment, and intervention work to support pupil progress and provides short-term emergency class supervision within agreed limits. It contributes to positive behaviour and inclusion. It may develop focused support in particular areas of need and/or intervention.

2.0 Key Responsibilities (WHAT DO WE EXPECT THIS ROLE TO ACHIEVE)

Support for Pupils

- Establishing and maintaining positive relationships with individuals and groups of pupils to support their progress in school and help them access the curriculum
- Supporting individuals and groups of pupils in learning activities under the guidance of the teacher, adapting support as required to enable pupils to access the curriculum
- Supporting pupils to develop their literacy and numeracy skills
- Reviewing pupils' work and providing feedback to learners to help them make progress
- Delivering and adapting a range of scripted and planned interventions, modifying as needed, under the guidance of the responsible teacher, HLTA or SENDCo and subject to undertaking relevant training
- Providing support for pupils with special educational needs as required, planning and

implementing strategies to support individuals under the guidance of the teacher / HLTA

- Supporting pupils' social, emotional and behavioural development using and tailoring agreed strategies
- Supporting pupils during less structured times of the school day as required, including enrichment activities and clubs, to promote inclusion and positive social development
- Supporting pupils' safety, health and wellbeing, including personal care where appropriate in line with local authority guidance
- Supporting pupils' language and communication needs as required, which may include support for bilingual / multilingual pupils and those for whom English is an additional language
- Supporting individuals and/or groups of students during assessments and public examinations, which may involve supporting special arrangements and exam invigilation
- Supporting pupils for whom English is an additional language to access learning across the curriculum

Support for Teaching

- Contributing to the planning, delivery and evaluation of learning activities
- Assisting with the preparation, organisation and adaptation of learning resources, classroom materials and learning environments
- Observing and providing feedback on pupil engagement, participation and progress
- Contributing to the planning and evaluation of individual education plans as appropriate
- Contributing to the management of behaviour and maintaining purposeful learning environments through implementation of behaviour management strategies in line with school policies
- Monitoring and recording pupil progress and providing feedback to the teacher
- Undertaking routine marking, routine testing, record keeping and general administrative support in line with school procedures
- Providing routine clerical or administrative support in line with school procedures, which may include photocopying, collecting money, supporting trips and visits
- Supervising the whole class for a short time, either in an emergency or to cover a short, planned absence, for a maximum of 4 hours weekly in sessions of no more than 2 hours, delivering activities planned by the teacher / HLTA

Support for the School

- Communicating and liaising with parents and carers as appropriate, which may include making home visits as needed
- Developing and maintaining effective working relationships with colleagues and other professionals and contributing to an inclusive and effective school environment
- Contributing to review meetings, leading home visits and building relationships with parents/carers as required

• Supporting the development and effectiveness of teamwork within the school environment
Support for the Curriculum
• Supporting literacy, numeracy, ICT and wider curriculum and enrichment activities • Delivering and adapting targeted interventions under the guidance of the teacher, HLTA or SENDCo • Supporting the delivery of the curriculum across subjects and key stages as required • Supporting the use of specialist equipment, ICT and adapted materials to improve access to learning as required

Special Conditions	
Is Safeguarding Check needed?	DBS Enhanced Children

Person Specification

Essential Criteria		
Method of Assessment (M.O.A): Application Form; Work Based Exercise; Interview; Qualifications; Presentation		
Qualifications	Q	Hold GCSEs or equivalent in English and Maths at grade 4/C or above.
Qualifications	Q	Hold a Level 3 Qualification relevant to supporting teaching and learning, e.g. NVQ L3 for Teaching Assistants, or be working towards with demonstrable substantial experience (minimum 3 years).
Experience	A/I	Have experience supporting teaching and learning to a good standard in an educational or relevant setting.
Skills	AF/I	Be proficient in using Microsoft Office applications and management information systems.
Skills	I	Be able to speak an appropriate standard of spoken English - Part 7 of the Immigration Act (2016).

Other	I	Have a flexible and adaptable approach to supporting varied school operational needs, with the ability to work calmly under pressure.
Competency	AF/I	Be able to both work independently and work well as part of a team.
Competency	AF/I	Have strong communication and interpersonal skills for building positive relationships with pupils, families, and professionals.
Knowledge	AF/I	Demonstrate understanding of key policies and procedures relevant to the role, including safeguarding, data protection, inclusion, and SEND processes.
Training	I	Demonstrate a commitment to undertaking ongoing training and professional learning.

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace. People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in. Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together in order to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with this, everyone has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in the area.

-Work in a way that prevents and protects service users from abuse;
-To be aware of the signs of abuse or neglect;
-Recognise the signs of abuse and neglect; and
-Record and report any concerns or incidents.

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