

LEVEL 3 TEACHING ASSISTANT TO INCLUDE NURTURE ROOM LEAD
30 HOURS PER WEEK Mon – Fri Term time plus training days
PAY SCALE E Points 13-15
Salary £11,435-£11,838

Job Description: Teaching Assistant
Level 3 (AM)

In addition to the Level 2 Teaching Assistant requirements a person who has been designated Level 3 responsibilities would be required to fulfil the following duties :-

1. General

- To implement agreed work programmes with individuals and Groups in or out of the classroom. This could include detailed and specialist knowledge in particular areas and assisting teachers in the whole planning cycle, including the management and preparation of resources.
- To occasionally supervise whole classes for a short period of time to cover an unplanned for absence of a member of the teaching staff.

2. Supporting Children

- To use specialist skills and experience to help support children.
- Establish productive working relationships with children, acting as a role model and setting high expectations.
- Employ a range of strategies to actively promote independence, resilience and the ability to interact and work cooperatively with others.
- Provide detailed feedback to pupils in relation to their progress and achievement and to give them guidance to enable them to reach their individual targets.

3. Supporting Teachers

- To be intrinsically involved in establishing and maintaining a purposeful learning environment.
- Support the teacher in lesson planning, evaluating and adjusting lesson/work plans as appropriate.
- Monitor and evaluate children's learning through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring availability of appropriate evidence.
- Be responsible for keeping, updating and reviewing records as requested by the teacher.
- Undertake the marking of children's work and accurately record the results. Provide a formative comment with reference to targets where appropriate.
- Promote, positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging the development of independence and responsibility in all pupils.
- Liaise sensitively and effectively with parents/carers and participate in feedback sessions/meetings with parents as required.
- Invigilate, administer and assess routine and formal tests.
- Devise a range of resources as required.

4. Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting to children's responses and needs.
- Implement local and national learning strategies as required.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

5. School Environment / Community

- To be actively engaged in promoting equal opportunity for all children, celebrating differences and helping to ensure all children have appropriate access to the curriculum and facilities of the school and local area.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- 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.
- Supervise pupils on visits, trips and out of school activities as required.

Nurture Room Teaching Assistant

Job description (PM)

Responsible for:

Working alongside the Inclusion Lead supporting children with social and emotional difficulties. The key aim is to adopt the Nurture Room philosophy and provision to reduce barriers to learning and participation for pupils, improving their social interaction skills

Job Purpose:

To embrace school philosophy and ethos and subsequently encompassing this within all areas of the role. To be an integral part of the inclusion team, working extremely closely with the Inclusion Lead and Family Support Worker to provide high quality care and support for children with a range of social and emotional difficulties, enabling pupils to achieve their academic potential.

Personal Qualities:

Should possess proven skills and abilities to work with children with social and emotional problems and special educational needs and should be committed to pastoral care, collaborative team-work and flexible working. Commitment and 'child-centred nurturing' ethos is essential. Being warm, positive, reflective adaptive, patient, confident, cooperative, organised, flexible and sensitive to families from diverse backgrounds is essential.

Liaising with:

Headteacher, Senior Leadership Team, Inclusion Lead, Family Support Work, Teachers, Teaching Assistants and relevant external agencies.

Key Functions:

- Plan and deliver individual programmes of support for children to develop their emotional literacy, including:
 - awareness of own and other people's emotions
 - development of an increased range of emotional vocabulary
 - management of stress, grief, anger and conflict
 - development of social interaction skills
 - development of the ability to initiate and maintain friendships
 - promotion of a realistic self-concept and good self-esteem

- Assist in the educational, emotional and social development of the pupils under the direction of the Inclusion Lead and also the Headteacher, and Senior Leadership team.
- Plan and deliver programmes of support for groups of children and for individual pupils, within the Nurture room to enable them to achieve, thrive and develop strategies to deal with the demand of school and home life.
- To assist with the implementation of a fully 'nurturing and enriching' curriculum.
- To use a variety of effective and 'nurturing' support strategies to best meet the needs of the children adjusting and adapting accordingly to ensure maximum effect.
- To contribute effectively in the selection and preparation of teaching resources to meet the diversity of pupil's needs and interests.
- To evaluate pupils' progress through a range of assessment activities and monitor pupils' participation, progress and responses to learning under the guidance of the Inclusion Lead.
- Liaise with teachers and other support assistant about the needs and progress of children receiving support.
- Share knowledge and ideas from training/supervision sessions with other school staff as appropriate.
- Support effective partnerships, under the guidance of the Inclusion Lead and Family Support Worker, with parents/carers and support the families to respond to children's needs.
- Liaise with parents in line with school policy.
- Use a range of strategies to provide a purposeful learning environment and promoting positive relationships and behaviour. To create an environment of calm, trust and respect.
- Support the school's policies relating to managing diversity and inclusion, and promoting positive attitudes, values and behaviour.
- Be aware of and support difference and ensure equal opportunities for all

- To participate with the School's performance management process
- To carry out any other duties which may reasonably be regarded as within the nature of the duties and responsibilities as defined.

The duties of this post will be reviewed annually and may vary from time to time without changing their general character or level of responsibility entailed.

Area	Essential Attributes	Preferred Attributes
Education Qualifications	5 GCSE (grade 'C' or above) or equivalent – including English and Maths	NNEB or equivalent Meet Higher Level Teaching Assistant Standards
Experience	At least two years' experience of working with children/young people Understand classroom roles and responsibilities and your own position with these	Experience of working with families in statutory or voluntary agencies Working knowledge of relevant policies/codes of practice/legislation First Aid
Skills/Knowledge	Good interpersonal skills Ability to develop and maintain effective working relationships with school staff Ability to organise time effectively Ability to listen to children Ability to work using own initiative	Group work skills Experience of child protection work Experience of Special Educational Needs and working with children with social and emotional and difficulties. Experience of Personal, Social and Health Education (PSHE) Understand and support the importance of physical and emotional wellbeing
Communication	Ability to use clear language to communicate information unambiguously Ability to listen Ability to negotiate effectively with adults and children	Specialist language/communication skills
Motivation	Flexible approach to working hours Willingness to undertake training as necessary Energy and enthusiasm Committed to equal opportunities practice	