Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** Level 3 Teaching Assistant Apprentice | | | **Director/Service:** Schools | | **Office Use** |
| **Band:** NMW | | | **Sector:** Various throughout the Council | | JE ref: 2658  HRMS ref: |
| **Responsible to:** Line Manager | | | **Date:** 2021 | **Lead & Man Induction:** |
| **Job Purpose:** Carry out a range of tasks and assist with general day-to-day activities within Primary/Secondary School | | | | | |
| **Job Context:** | | | | | |
| **Resources** | Staff | None. | | | |
| Finance | | None | | | |
| Physical | | Handling and processing information. | | | |
| Clients | | Pupils, Parents, Teachers, Governors, Other school staff members | | | |
| **Duties and key result areas**: Undertaken individually or as part of a team, these are examples of some of the duties that may be expected to be undertaken by the post holder. The actual duties may vary depending on the requirements of the role.   * Understand the need to provide feedback to support and facilitate an appropriate level of independence. * Comprehend appropriate levels of learning resources to identify and help address weakness, consolidate strengths and develop individualised expectations. * Recognise different stages of child development through school, eg: transition between key stages. * Recognise the importance of using appropriate technology to support learning. * Understand the need to accurately observe, record and report on pupil’s participation, conceptual understanding and progress to improve practice and assessment for different groups of pupils. * Understand the school’s assessment procedures for benchmarking against targets set by the class teacher. * Be familiar with assessment materials. * An appropriate knowledge of the curriculum and context you are working in. * Understand current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy. * Understand the importance of sharing relevant information, in a timely manner with the designated Safeguarding lead. Understand the importance of first aid procedures, recording/reporting incidents and a broad knowledge of Health & Safety Policy. * Work closely with teachers to ensure own contribution aligns with the teaching. * Ensure regular communication with teachers to provide clarity and consistency of role within lessons. * Deliver/lead small group teaching within clearly defined/planned parameters using initiative, sensitivity and understanding. * Build appropriate relationships with colleagues, pupils, parents, adults and stakeholders. * Comply with policy and procedures for sharing confidential information and know when and where to seek advice. * Implement current statutory guidance including ‘Keeping Children Safe in Education’ Part 1, safeguarding policies, Prevent Strategy. * Undertake safeguarding training every 3 years. * Support pupils’ well-being whilst embedding the importance of online safety. * Work collaboratively and constructively with the whole school team. * Engage professionally as appropriate with outside professionals. * Any other duty required by the Head Teacher or Class Teacher | | | | | |
| **Work Arrangements** | | | | | |
| Physical requirements:  Transport requirements:  Working patterns:  Working conditions: | | Activities normally undertaken in a seated position with some walking, bending or stretching and an occasional need to lift or carry.  n/a  30-37 hours per week, day work. Flexible working hours may apply provided staff work collaboratively to provide cover for services.  Minimal exposure to disagreeable, unpleasant or hazardous conditions. | | | |

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**PERSON SPECIFICATION**

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| **POST:** Level 3 Teaching Assistant | **SERVICE:** Schools | **Ref:** |
| **Essential** | **Desirable** | **Assess by** |
| **Qualifications and Knowledge** | | |
| * No particular qualifications or knowledge are required but the nature of the job demands a good general education demonstrating numeracy and literacy. | * 3 or more GCSE's (or equivalent) including Maths and English |  |
| **Experience** | | |
| * Previous experience is not an essential requirement. | * Experience of working in a customer service environment |  |
| **Skills and competencies** | | |
| * Good verbal and written communication skills. * Good numeracy and literacy skills. * Able to follow instructions and procedures with guidance. * Ability to plan and organise daily work routines with guidance. * Adaptable and able to deal with changing priorities. * Supportive and effective team player. * Ability to engage with service users and members of the public. * Clear and logical thinking required to deal positively with problems occurring within normal work routine with guidance. | * Ability to deal with routine and non-routine enquiries as first point of contact. * Ability to plan and deliver a range of play activities * Ability to communicate effectively with young children and their parents/carers. * Work flexibly and as part of a team in the care of young children * Ability to record information accurately and appropriately. * Willingness to undertake further training * Work in an anti-discriminatory and inclusive way |  |
| **Physical, mental and emotional demands** | | |
| * Normally works in a seated position with some standing, walking, stretching or lifting. * Regular periods of concentrated mental attention with some pressure from deadlines, interruptions and conflicting demands. |  |  |
| **Motivation** | | |
| * Reliable and keeps good time. * Ability to work flexible hours. * Demonstrates enthusiasm for obtaining an administration related qualification. * Demonstrates integrity and upholds values and principles. * Promotes equal opportunities and diversity in all aspects of work. * Appropriately follows instructions to achieve set objectives. * Works collaboratively to achieve team spirit. * Adapts to change by adopting a flexible and cooperative attitude. |  |  |
| **Other** | | |
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*Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits*