



JOB DESCRIPTION

Job Title: Teaching Assistant – Level 2

Hours: 36 hours per week (45.6 weeks per year)

Grade: Sc3

Range: SP5 – SP6

Responsible to: Team Leader/SENCO

Responsible for: None

Job Purpose

- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key External Contacts

- Parents, carers

Key Internal Contacts

- Head Teacher, Teaching staff, pupils, support staff

Major Tasks, Duties and Responsibilities

1 Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils

- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

2 Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

3 Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

4 Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

General

1. The post-holder must carry out his or her duties with full regard to the School's Health and Safety, Equal Opportunities, GDPR and Safeguarding Policies
2. The post-holder will participate in the school's performance management process and professional development opportunities
3. The post-holder should have knowledge of and compliance with all school policies and procedures
4. To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff and students adhere to school expectations
5. The post-holder will perform any such duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading
6. Be responsible to student behaviour and welfare in public places during break, lunch, change of lesson and at the beginning and end of the school day
7. Participate in professional development opportunities and demonstrate a willingness to develop additional skills and expertise
8. Keep up to date with current educational developments and legislation affecting your area of expertise
9. To respect the confidential nature of information relating to the school, students and customers
10. Treat students, parents and colleagues fairly, equitably and with dignity and respect

Other requirements:

- To attend and participate in staff meetings.
- To participate in training and performance management as required.
- To have an up-to-date Enhanced DBS Disclosure.

This job description is subject to regular review

Teaching Assistant

Level 2

Person Specification.

1. Experience

- 1.1 Working with or caring for children of relevant age

2. Qualifications

- 2.1 Good numeracy/literacy skills
- 2.2 Completion of DfES Teacher Assistant Induction Programme
- 2.2 NVQ 2 for Teaching Assistants or equivalent qualifications or experience
- 2.3 Training in the relevant learning strategies e.g. literacy
- 2.4 First aid training/training as appropriate

3. Knowledge, Skills and abilities

- 3.1 Knowledge and ability to use ICT effectively to support learning
- 3.2 Reasonable word processing skills
- 3.3 Use of other equipment technology – video, photocopier
- 3.4 Understanding of relevant policies/codes of practice and awareness of relevant legislation
- 3.5 General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
- 3.6 Basic understanding of child development and learning
- 3.7 Ability to self-evaluate learning needs and actively seek learning opportunities
- 3.8 Ability to relate well to children and adults
- 3.9 Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these