

JOB DESCRIPTION

SCHOOL:

POST TITLE: Teaching Assistant Level 2

BAND: 7 14-17

REPORTS TO:

MAIN PURPOSE: To work under the instruction/guidance of teaching/senior staff, to undertake work/care/support programmes, to enable access to learning for pupils, including those with SEN 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.

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TASKS:

SUPPORT FOR THE PUPIL:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Be aware of and implement 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

SUPPORT FOR THE TEACHER:

- 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
- 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 under teacher guidance
- Provide clerical/administrative support e.g. photocopying, typing, filing, money, administer coursework etc

SUPPORT FOR THE CURRICULUM:

- 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

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 □ Assist with the supervision of pupils out of lesson times
- 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
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date:

PERSON SPECIFICATION

POST TITLE: Teaching Assistant Level 2

BAND: 7 (14-17)

| ESSENTIAL | | | | DESIRABLE | | |
|---------------------------------------|--------------|--|------------------|--------------|--|------------------|
| | Criteria No. | ATTRIBUTE | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| Qualifications & Education | E1 | Requirement to complete DCSF Teaching Assistant Induction Programme | AF | D1 | First Aid training or willingness to undertake appointed person certificate in First Aid | I, R |
| | E2 | Willingness to participate in relevant training and development opportunities | AF, I | D2 | Child Protection training | AF, C |
| | E3 | NVQ Level 2 or equivalent qualification in relevant discipline OR appropriate experience | AF,C | D3 | Training in Special Educational Needs strategies | AF, C |

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|-----------------------------------|----|---|--------|----|---|--------|
| Experience & Knowledge | E4 | Recent and relevant experience of working with and/or caring for children within a specified age range/subject area, preferably within a school setting | AF,R,I | D4 | Experience of working in a school environment | AF,R,I |
| | | | | D5 | Experience of working within a school with small groups of children | AF,R,I |

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| Skills | E5 | Ability to relate well to children and adults | R,I | D6 | Relevant knowledge of First Aid | AF, I |
| | E6 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | R, I | D7 | Knowledge of Child Protection | AF, I |
| | E7 | Ability to build effective working relationships with all pupils and colleagues | R, I, D | D8 | Equal Opportunities and recognising the nature of the diverse school community | AF, I |
| | E8 | Ability to promote a positive ethos and role model positive attributes | R, I | D9 | Understanding of basic technology – computer, video, photocopier etc | AF, I |
| | E9 | Ability to work with children at all levels regardless of specific individual needs | R, I, D | | | |

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|-----|---|----------|--|--|
| E10 | General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) | AF, I | | |
| E11 | Experience of resources preparation to support learning programmes | AF, I | | |
| E12 | Effective use of ICT to support learning | AF, I | | |
| E13 | Good communication skills | AF, I | | |
| E14 | Good numeracy and literacy skills | I, T, AF | | |
| E15 | Be able to maintain confidentiality | I | | |
| E16 | Good listening skills | I, R | | |
| E17 | The ability to manage behaviour of children in a positive and supportive manner | I, R | | |
| E18 | Awareness and basic understanding of the school curriculum (within specified age range or subject area) | AF, I | | |

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| | E19 | General awareness of inclusion, especially within a school setting | I | | | |
| Personal Attributes | E20 | Friendly, approachable and professional manner | R,I | | | |
| | E21 | Calm approach | | | | |
| | E22 | A commitment to working as part of the whole school team and supporting the vision and aims of the school | | | | |
| | E23 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | | | | |

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| | E24 | Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | | | | |
| | E25 | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | | | | |
| | E26 | Ability to liaise sensitively and effectively with parent s and carers, recognising role in pupils' learning | | | | |
| | E27 | Able to improve their own practice through observations, evaluation and discussion with colleagues. | | | | |
| Special Requirements | E28 | Willingness to support the Christian ethos of the School | AF, I | D10 | Practicing Roman Catholic | AF, I |
| | E29 | Motivation to work with children | AF,R,I | | | |
| | E30 | Ability to form and maintain appropriate relationships and personal boundaries with children | AF,R,I | | | |

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| | E31 | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | AF,R,I | | |
| | E32 | Suitability to work with children | D | | |
| | E33 | An ability to fulfil all spoken aspects of the role with confidence through the medium of English. | AF, I | | |

| Key – Stage identified | |
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| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure and Barring Check |