

Job Description

POST: **TEACHING ASSISTANT Level 2**

RESPONSIBLE TO: Headteacher

SALARY: Band F Scale points 6-11

LOCATION: Budbrooke Primary School, Styles Close, Hampton Magna, CV35 8TP

WORKING PATTERN: Monday to Friday

DISCLOSURE LEVEL: Enhanced DBS Check

KEY RELATIONSHIPS: Headteacher, Deputy Headteacher, Teachers and other support staff

RESPONSIBLE FOR: Assisting and supporting teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils. The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

MAIN PURPOSE:

Curriculum Support:

- Contribute to curriculum planning and evaluation and assistant in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupil as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support and use ICT in learning activities and develop pupils competence and independence in its use

Support for pupils:

- Support individual or groups during independent/group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Occasional support to whole class for short periods (e.g. story reading)
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encouraged them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/knowledge/training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.

- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care,

Support the teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupil's progress
- Attend IEP and statement review meetings of appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, e.g. produce worksheets , administer casework.
- Liaise with parent/carers, specialist teachers and other professional staff, share and provide information.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Minimum GCSE (or equivalent) English and Maths at grade 4 or above • NVQ Level 2 Teaching Assistant 	<ul style="list-style-type: none"> • NVQ Level 3 Teaching Assistant
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Literacy skills to be able to understand school policies and complete accident book • Be able to understand, comply and work within policies. • Experience of Teaching Assistant work • Further training on aspects of the curriculum • Can use ICT and technology equipment 	
Personal Qualities	<ul style="list-style-type: none"> • Have a good understanding of children • Can problem solve and exercise initiative and independent action 	
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	