

Job Description



ERF Teaching Assistant Level 2

General Description of Post

To work with teachers and HLTAs to support teaching and learning, providing support to the teacher or HLTA in all aspects of the curriculum, age range or additional needs. To take personal responsibility for specific tasks or people delegated by Teacher/HLTA or Head Teacher.

Accountabilities

Under direction and supervision of qualified teacher or leading HLTA, contribute to educational work and learning activities via:-

- Work with individuals or small groups, with complex needs
- Planning of lessons and activities
- Preparation of materials and equipment
- Delivery of activities - modify/adapt as necessary
- Assessment of needs
- Reporting on achievement
- Short term cover supervision of classes
- Support the work of teaching assistants and volunteers in the classroom
- Liaise with parents, external professionals/agencies
- To meet the care and welfare of pupils to include toileting, changing and feeding as required.

Knowledge

Key duties:

1. To promote and actively support the values of the School
2. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher or leading HLTA, differentiating and adapting learning programmes to suit the needs of allocated pupils.
3. Assess, record and report on development and achievement as agreed with the teacher/HLTA
4. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher
5. Plan and evaluate specialist learning activities with the teacher/HLTA, writing reports and records as required
6. Select and adapt appropriate resources/methods to facilitate agreed learning activities
7. Support pupils in social and emotional well-being, reporting problems to the teacher/HLTA as appropriate
8. Provide short term cover supervisions of classes
9. Prepare and present displays
10. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews
11. Work with pupils not working to the normal timetable
12. Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate
13. Support the work of volunteers, apprentices and other teaching assistants in the classroom

- Meeting the national occupational standards (NOS) in Supporting Teaching and Learning level 3 and NVQ level 3 or equivalent relevant qualification.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety
- Working knowledge of current
 - School/National curriculum
 - School/National assessment procedures
 - Intervention strategies/programmes
 - SEND Code of Practice
 - Relevant school policies

Mental Skills

Under supervision and direction of qualified teachers or leading HLTA, contribute to

- Planning of activities for individual, group or class
- Preparation of materials and environment
- Assessment of need for individuals or groups
- Delivery of activities
- Adaption/modification according to circumstances
- With support of teacher/HLTA, analyse needs and situations
- Gather, collate, analyse information to contribute towards reviews of attainment and progress
- Assist in production of clear reports for a range of audiences, oral or written
- Contribute towards forward thinking, planning to fit in with timescale require by school policy mainly short term.

Interpersonal and Communication skills

- Form and maintain appropriate professional relationships with pupils, teachers, HLTAs, support staff, parents/carers, governors, external professionals and agencies
- Able to persuade or convince some pupils to do things they might not otherwise choose to do
- De-escalate difficult situations involving distressed or dysregulated pupils
- Communicate orally or in written form in an appropriate manner to a range of audiences
- Inspire respect and confidence
- Know when to maintain confidence concerning sensitive information
- Contribute to team work
- Support, guide and advise on the work of other teaching assistants, apprentices and volunteers in the classroom

Physical Skills

- Manual, finger dexterity, keyboard skills required.

Initiative and Independence

Under direction and supervision of a qualified teacher or leading HLTA

- Deliver approved specified work/activities
- Contribute towards planning and preparation for individuals, group, class
- May sometimes work in a one to one situation, or with a small group, or with a whole class for a short time, when a qualified teacher or leading HLTA is not present. Expect to make judgement on how session is to progress and solve minor problems
- May be given leeway for additional detailed planning for an activity or specific intervention programme (after training) deliver such, assess progress, and report back to a qualified teacher or leading HLTA
- Needs motivational skills and be able to operate the school's Behaviour Management policy
- Able to respond to many circumstances but know when to call for assistance or refer to more senior staff
- Maybe required to administer medication in accordance with an agreed plan under direction of healthcare practitioner, following appropriate training
- May assist with delivering therapy or care programme designed and supervised by a therapist/care professional following appropriate training

Physical Demands

- Normal physical effort, with a mixture of sitting, standing, walking
- Work maybe indoors in classroom or other venues in school, or outside during all seasons
- Accompany pupils and teachers/HLTA's on educational journey, day trips that may require standing outdoors all day
- May be requested to participate in residential day trips
- Some carrying of minor loads, equipment, furniture etc.

Mental Demands

- Mental concentration and alertness is a regular feature of this job
- Some work will be routine and repetitive and follow a set organised predictable programme
- Ability to switch between varied activities and switch back again at short notice
- Deadlines, time constraints will apply, usually with plenty of notice
- Ability to adapt to changing circumstances and change tack and make judgements to solve minor day to day challenges/problems
- Know boundaries of your responsibilities/authority and when to refer matter on to more senior staff
- Positive work related pressure to achieve expected results will always apply

Emotional Demands

- Can be subject to emotional pressure due to disturbing behaviour of a minority of pupils, either low level disruption or more severe
- Need to know how to defuse situations and lower temperature
- Need to have positive motivational skills to engage pupils in a favourable educational atmosphere and environment
- Operate the school's Behaviour policy with positive reinforcements and rewards and sanctions
- Know when to refer matters on to appropriate staff
- Positive relationships, mutual respect and confidence are beneficial

Responsibility for People

- Shared responsibility
- Responsible for health, safety, welfare and educational achievement of assigned pupils, groups, class during school sessions
- Common courtesy to all pupils and adults in course of normal duties
- Will contribute to assessment of pupil needs in conjunction with other professionals and parents/carers and share in delivering appropriate programmes
- To meet the care and welfare needs of pupils to include toileting, changing and feeding as required.

Responsibility for Supervision, Direction, Co-ordination of Employees

- Some day to day support of other teaching assistants, apprentices and volunteers in the classroom
- Some demonstrating of duties/tasks
- Some sharing of plans
- Assist in the induction of recently appointed staff and short term supply cover staff

Responsibility for Physical Resources

- Responsible for supervision and safe use of equipment and materials including classroom, PE/games/gymnasium, both inside and outside and careful use of school premises/site by pupils in your care

Working Conditions

- Work is normally carried out in a classroom, sensory room or small withdrawal room
- May be indoors or outdoors in all seasons
- May be offsite for school trips
- Classrooms can be noisy with lively productive working noise
- May have to assist in emergency situations or when accidents occur

Performance Measures

Will engage with school's Appraisal/Performance Management procedures including

- Review of job description
- Appraisal of work by more senior staff
- Setting of target, performance measures
- Assessment of professional development needs
- Review of progress in implementing targets

As this job is designated as a 'regulated activity' an enhanced DBS with Barred list check is essential.

Personnel Specification



Post Title: Level Two Teaching Assistant, permanent.

Hours: 35 hours a week, term time only plus 1 week to attend meetings, parents evenings and some additional duties

Salary Grade: Grade E, Scale 10 – 14, £26,835 - £28,624 (FTE) a year pro rata

	Essential	Desirable	A*	I*	R*
1. KNOWLEDGE, SKILLS AND EXPERIENCE					
Experience of working in a school	✓		✓		
A commitment to Inclusion	✓		✓	✓	✓
Good English and Maths skills	✓		✓	✓	
Able to overcome barriers to learning for children with a range of Special Needs	✓		✓	✓	✓
Able to support children with challenging behaviours	✓		✓	✓	✓
Team working skills	✓		✓	✓	✓
Ability to work with initiative	✓		✓	✓	✓
Good Communications skills	✓		✓	✓	✓
Can work to deadlines	✓		✓		✓
Calm, positive and assertive disposition	✓			✓	✓
Can become involved in the general life of the school	✓		✓	✓	
Cheerful personality, who enjoys their job!	✓			✓	✓
Reliable and trustworthy	✓		✓	✓	✓
Good interpersonal skills	✓		✓		✓

Evidence Key

A = application; I = interview, R = reference