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|  | **JOB DESCRIPTION** |
| **CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO** | This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment |
| **SCHOOL** | **BEIGHTON NURSERY INFANT SCHOOL** |
| **POST TITLE** | **TEACHING ASSISTANT - LEVEL 2** |
| **ROLE PROFILE** | **LD2.5** |
| **TOOLKIT JOB REF NUMBER** | **ToolkitJD-13c** |
| **GRADE** | **3 (inclusive of JWCs) Mainstream School**  **3 (inclusive of JWCs) Special School** |
| **RESPONSIBLE TO** | **Line Manager as defined in staffing structure** |
| **RESPONSIBLE FOR** | **As defined in staffing structure** |
| **HOLIDAY AND SICKNESS COVER** |  |
| **PURPOSE OF JOB** | **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** |
| **RELEVANT QUALIFICATIONS AND EXPERIENCE** | * **GOOD LITERACY/NUMERACY SKILLS** * **QCF LEVEL 2 IN SUPPORTING TEACHING AND LEARNING OR EQUIVALENT QUALIFICATIONS OR EXPERIENCE** * **TRAINING IN THE RELEVANT LEARNING STRATEGIES E.G. LITERACY** * **FIRST AID TRAINING/TRAINING AS APPROPRIATE** |

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| **JOB DESCRIPTION FOR POST OF:- TEACHING ASSISTANT – LEVEL 2** |
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| **SPECIFIC DUTIES AND RESPONSIBILITIES** |

**The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.**

##### Main Duties and Responsibilities

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| SUPPORT FOR PUPILS |
| 1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities 2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes 3. Establish constructive relationships with pupils and interact with them according to individual needs 4. Promote the inclusion and acceptance of all pupils 5. Encourage pupils to interact with others and engage in activities led by the teacher 6. Set challenging and demanding expectations and promote self-esteem and independence 7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher |
| SUPPORT FOR THE TEACHER |
| 1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work 2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals 3. Assist with the planning of learning activities 4. Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed 5. Provide detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc. 6. 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 7. Establish constructive relationships with parents/carers 8. Administer routine tests and invigilate exams and undertake routine marking of pupils’ work 9. Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc. |
| SUPPORT FOR THE CURRICULUM |
| 1. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses 2. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher 3. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use 4. 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 |
| 1. 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 2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop 3. Contribute to the overall ethos/work/aims of the school 4. Appreciate and support the role of other professionals 5. Attend and participate in relevant meetings as required 6. Participate in training and other learning activities and performance development as required 7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime 8. 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 9. Any other related duties as may arise. |

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council’s Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

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| **ISSUE DATE: OCTOBER 2024** |

CITY OF SHEFFIELD

**CHILDREN AND YOUNG PEOPLE’S DIRECTORATE**

**PERSON SPECIFICATION FOR THE POST OF**

**Teaching Assistant – Level 2**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT**  *(E.g. interview, Application form, test, assessment etc.)* |
| **Skills/Knowledge** |  |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation | Application Form, Interview |
| General understanding of primary curriculum and other relevant learning programmes/strategies | Application Form, Interview |
| Basic understanding of child development and learning | Application Form, Interview |
| Ability to relate well to children and adults | Application Form, Interview |
| Has a caring positive attitude towards pupils welfare | Application Form, Interview, references |
| Has experience of working with and has an ability to develop positive relationships with pupils with special educational needs and the associated social, emotional and behavioural impact | Application Form, Interview, references |
| Has an awareness of issues involved in including pupils with special educational needs in a mainstream setting | Application Form, Interview, references |
| Can manage the behaviour of pupils in a reasonable manner | Application Form, Interview, references |
| Can assist the school in forming effective partnerships with parents | Application Form, Interview, references |
| Ability to self-evaluate learning needs and actively seek learning opportunities | Application Form, Interview |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | Application Form, Interview, references |
| Effective use of ICT to support learning | Application Form, Interview, |
| Use of other equipment technology e.g. photocopier | Application Form, Interview |
| Has speaking and listening skills to extend language in discussion | Application Form, Interview |
| Can maintain trust and confidentiality where appropriate | Application Form, Interview |
| Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources | Application Form, Interview |
| Can complete and maintain pupils records | Interview |
| **Experience/Qualifications/Training etc. (if any)** |  |
| NVQ2 for Teaching Assistants or equivalent qualification or experience | Application Form |
| Training in the relevant learning strategies and/or in particular curriculum area e.g. literacy, phonics, maths | Application Form |
| Has SEN specific experience e.g. social emotional and mental health, autism, team teach | Application Form, Interview |
| ICT skills – proficient in the use of word, email | Application Form |
| Willingness to carry out first aid and administration of medicines for which training will be given where necessary and an allowance will be paid as appropriate | Application Form , Interview |
| Experience working with or caring for children of relevant age in the appropriate school setting | Application Form, Interview, references |
| Completion of DfE Teacher Assistant Induction Programme | Application form |
| Good numeracy/literacy skills | Application Form, Interview |

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| **Work Related Circumstances**  **(Including Working Conditions)** |  |
| Willingness to undertake additional and appropriate specialist training | Application Form, Interview |
| Can allocate some contractual time to after school staff meetings/after school clubs when appropriate | Application Form, Interview |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate | Application Form, Interview |
| Can maintain personal presentation that sets high standards for the pupils | Application Form, Interview |
| Positively seeks to do things better. Participates in opportunities, challenges and changes. | Application Form, Interview, references |
| Can work within the spirit of City Council and School Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc. | Application Form, Interview |

**OCTOBER 2024**