

# Job Description

**POST TITLE:** TEACHING ASSISTANT LEVEL 2

**GRADE:** GRADE 6, POINTS 7-12

**RESPONSIBLE TO:** Headteacher and SENDCO

## JOB PURPOSE

To work with students within the Academy as part of a team under the direction of the line manager/Class Teacher in order to:

- Improve the quality of learning and foster the participation of students in the social and academic processes of the Academy;
- Seek to enable students to become more independent learners;
- Help raise the standards of achievement for all students.
- Use expertise to contribute to the learning activities to enhance student achievement
- Work under close supervision of the Class Teacher and SENDCo to ensure that all learning activities can be closely monitored. It is expected that all learning activities will be planned by the Class Teacher and with the post holder contributing to the planning process and delivered with the support of the post holder.

## GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Extremism & Radicalisation Policy
  - Health, Safety and Security Policy & Guidance
  - Keeping Children Safe in Education (Part 1) Guidance
  - Safeguarding Policy and Training Slides
  - Whistleblowing Policy
  - IT Pack including Acceptable Use Statement
  - Health, Wellbeing and Benefits Policy
  - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

## SPECIFIC RESPONSIBILITIES

### SUPPORT FOR THE STUDENTS

- Support learning activities for all pupils by maintaining awareness of the stages of development and individual's specific needs and giving positive encouragement and feedback to ensure pupils are reaching their potential.
- Help with care, personal hygiene and medical needs of students.
- Contribute to the health and well-being of students.
- Promote and reinforce the students' self-esteem and independence.
- Establish and maintain good working relationships with individual students and groups.
- To support groups of students as directed Academy Assessments.
- To supervise and coordinate students in classrooms and outdoor learning and activities as appropriate.

- By following advice and guidance around individual needs, develop an understanding of the specific needs of the students within the Academy community.
- To take the lead role in encouraging acceptance and inclusion.
- To liaise effectively with Class Teachers/Parents/Carers/External agencies as appropriate.
- To liaise effectively with Class Teachers/ parents/ carers as appropriate.
- Promote and reinforce the students' self-esteem and independence.

#### **SUPPORT THE TEACHER**

- Liaise with Classroom Teachers and work collaboratively with them and with other colleagues including input and feedback on planning.
- Assistant teaching staff in the planning and delivery of intervention for individuals and groups of students.
- To support designated student/s or be responsible for groups of students as requested by the Class Teacher.
- Supervise the class or groups of students where necessary.
- To be responsible for the collation of data for all students.
- To observe and assess individual students' needs and provide regular feedback and/or guidance to the Class Teacher/colleagues.
- To agree a behaviour management role within the classroom recording high achievement/issues; following through with sanctions or rewards.
- Assist the Class Teacher in the planning and evaluation of teaching and learning activities.

#### **SUPPORT FOR THE ACADEMY**

- To contribute or actively lead in the development of specific areas of primary work e.g. School Council/Music/Extra Curricular Clubs.
- Collaboration with colleagues and form effective working partnerships.
- Establish effective working relationships with parents/carers that influence student achievement.
- To be responsible for safeguarding the confidential nature of student/class Teacher/home issues.
- To supervise the maintenance of student safety and security, including break and lunchtime duties as appropriate.
- To lead and /or contribute at staff meetings as appropriate.
- Attend and report back on student progress on specific subject areas at Parent Evenings alongside the Class Teachers.
- To represent the Primary School at Open Evenings, Induction Evenings, Information Evenings etc. as and when appropriate.
- Liaise and visit other Academy's colleges to help with transition process.
- Contribute to maintaining accurate students records following procedure and ensuring confidentiality at all times.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.

#### **SUPPORT FOR THE CURRICULUM**

- Support pupils in activities to develop their literacy and numeracy skills, having an awareness of individual needs, learning targets, and the relevant support required to assist pupils development, offering encouragement and feedback where appropriate.
- Co-ordinate and organise students attending extra-curricular activities.
- Support the teaching in delivering learning activities including enrichment activities during and after the school day.
- Support the use and development of ICT within the classroom.
- Take responsibility for developing and delivering individual/small group intervention sessions under the direction of the SENDCo/Class Teachers/Subject leader.
- To liaise with and report to, as necessary, during visits by external support agencies who might be involved in the support of key areas of the curriculum.
- To assess, record and report back on student achievement through Academy assessment procedures.

## **STAFF CONDUCT**

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

## **DRESS CODE**

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
- Some functions within the Trust are required to wear uniform that will be supplied by the Trust.
- When working in the kitchens or any food outlet at the Trust, staff are expected to wear full protective clothing at all times.

| PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 2                                                                                                                                                                                               |           |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
|                                                                                                                                                                                                                                                 | ESSENTIAL | DESIRABLE |
| <b>EDUCATION &amp; TRAINING</b>                                                                                                                                                                                                                 |           |           |
| Further or Higher Education which included a recognised Teaching Assistant Qualification                                                                                                                                                        | *         |           |
| Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training                                                                                                 | *         |           |
| <b>EXPERIENCE</b>                                                                                                                                                                                                                               |           |           |
| Previous experience of working within an educational setting                                                                                                                                                                                    | *         |           |
| Ability to use resources and materials including ICT software and equipment                                                                                                                                                                     | *         |           |
| Experience of working with children with special educational needs                                                                                                                                                                              |           | *         |
| Working knowledge or be willing to build knowledge of safeguarding procedures, behaviour management practices, health and safety legislation for working with students and other regulatory body's legislation and policy relating to education | *         |           |
| Knowledge and understanding of the statutory framework in subject areas and phases supported                                                                                                                                                    | *         |           |
| <b>PROFESSIONAL SKILLS</b>                                                                                                                                                                                                                      |           |           |
| Excellent written and oral communication skills                                                                                                                                                                                                 | *         |           |
| Excellent organisational and administrative skills                                                                                                                                                                                              | *         |           |
| Ability to establish positive relationships with students, families and colleagues                                                                                                                                                              | *         |           |
| Ability to provide support for planning and delivery of learning activities.                                                                                                                                                                    | *         |           |
| Ability to organise classroom resources and assist with the maintenance of pupil records.                                                                                                                                                       | *         |           |
| Willingness to identify and develop own IT skills                                                                                                                                                                                               | *         |           |
| Ability to contribute to the management of pupil behaviour                                                                                                                                                                                      | *         |           |
| Awareness of techniques necessary to support individual learning needs and development                                                                                                                                                          | *         |           |
| <b>PERSONAL QUALITIES</b>                                                                                                                                                                                                                       |           |           |
| Confidence and independence                                                                                                                                                                                                                     | *         |           |
| Ability to work unsupervised and independently understanding school roles and responsibilities and your own position within these                                                                                                               | *         |           |
| Ability to take the initiative in dealing with non-complex issues and low level decision making                                                                                                                                                 | *         |           |
| Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner                                                                                                                                    | *         |           |
| Good time management skills                                                                                                                                                                                                                     | *         |           |
| Commitment to Equal Opportunities                                                                                                                                                                                                               | *         |           |
| Willingness to work within the Christian framework of the school                                                                                                                                                                                | *         |           |
| Suitability to work with children. Enhanced DBS check to be undertaken on appointment                                                                                                                                                           | *         |           |

