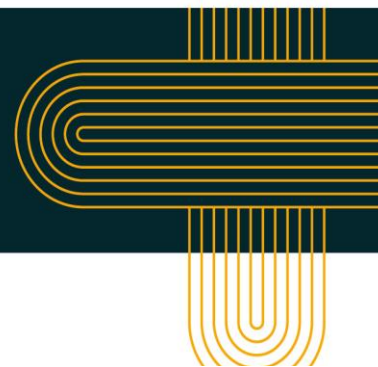




## **JOB DESCRIPTION**

**Job Title:** Level 2 Teaching Assistant  
**Grade:** B3 SCP 7 – 11  
**Reporting to:** Class Teacher / Principal

### **Job Purpose:**

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.

### **Main Duties:**

- To supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- To use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- To assist with the planning of learning activities.
- To monitor pupil's responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- To 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.
- To establish constructive relationships with parents/carers.
- To administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- To undertake programmes linked to local and national learning strategies - literacy, numeracy, KS3, early years-recording achievement and progress and feeding back to the teacher.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To appreciate and support the role of other professionals.
- To attend and participate in relevant meetings as required.
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.

- To 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.

## **Personal Responsibilities:**

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

## **Any Special Conditions of Service:**

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.**

**Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.**

## **Person Specification Teaching Assistant - Level 2**

2

### **The GORSE Academies Trust**

c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA  
T 0113 487 8888 | E: info@tgat.org.uk | W www.tgat.org.uk

| Criteria                                                                                                                                  | Essential/<br>Desirable |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Qualifications                                                                                                                            | E/D                     |
| • Completion of DfES Teacher Assistant Induction Programme Or equivalent qualifications or experience.                                    | E                       |
| • NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment.                             | E                       |
| • Training in the relevant learning strategies e.g. literacy.                                                                             | E                       |
| • Maths and/or English Grades GCSE A-C or CSE level 1                                                                                     | D                       |
| Knowledge and Skills                                                                                                                      | E/D                     |
| • Good numeracy/literacy skills.                                                                                                          | E                       |
| • Effective use of ICT to support learning.                                                                                               | E                       |
| • Use of other equipment technology – video, photocopier.                                                                                 | E                       |
| • Ability to relate well to children and adults.                                                                                          | E                       |
| • Work constructively as part of a team.                                                                                                  | E                       |
| • To be aware of policies and procedures relating to child. protection, health, safety and security, confidentiality and data protection. | E                       |
| • Understanding of relevant polices/codes of practice and awareness of relevant legislation                                               | E                       |
| • Basic understanding of child development and learning.                                                                                  | E                       |
| • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.                           | E                       |
| • Good knowledge of Phonics.                                                                                                              | D                       |
| • Appropriate knowledge of first aid.                                                                                                     | D                       |
| • To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.  | D                       |
| • Understanding classroom roles and responsibilities and your own position within these.                                                  | D                       |
| • Ability to self-evaluate learning needs and actively seek learning opportunities.                                                       | D                       |
| Experience                                                                                                                                |                         |
| • Working with or caring for children of relevant age.                                                                                    |                         |
| Continuous Professional Development                                                                                                       | E/D                     |
| • Evidence of commitment to Continuing Professional Development                                                                           | E                       |
| Other Conditions                                                                                                                          | E/D                     |
| • Enhanced DBS Clearance.                                                                                                                 | E                       |

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