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| JOB DESCRIPTION **Teaching Assistant (level 2)** | | | |
| **PLACE OF WORK: Robert Wilkinson Primary Academy** | | | **GRADE: Salary grade 5 – 7** |
| **REPORTS TO: Headteacher** | | | |
| **1.** | **MAIN PURPOSE OF JOB**  To work in partnership with teaching staff in the school, undertaking work, care and support programmes which enable access to learning for pupils and to assist the teacher in the management of pupils. | | |
| **2.** | **KEY TASKS** | | |
|  | i. | Work under the direction of the class teacher, SENCO or a member of the academy’s Management Team to carry out work and tasks set by the teacher. Works with individual pupils or small groups of pupils as directed by the teacher and under the teacher’s guidance to implement and deliver programmes of work. | |
|  | ii. | Undertake work pre-planned by the teacher, but will be expected to use own initiative to enable pupils to access the learning activity by application of specific skills, knowledge and experience with and of the pupils within the guidelines set by the teacher. | |
|  | iii. | Carry out work planned and prepared by the teacher and in accordance with the teacher’s instructions. May be required to adapt work/activities as directed by the teacher. | |
|  | iv. | Assist the teacher and work as directed in preparing the classroom and resources for planned work to take place. May involve adapting work and activities as directed by the teacher. | |
|  | v. | Assist with assessment and monitoring of pupil progress by providing feedback to the teacher on pupils’ achievements, progress and problems. | |
|  | vi. | Assist with record keeping on pupil progress as directed by the teacher. | |
|  | vii. | Work with other adults involved in the education process as directed by the teacher. | |
|  | viii. | Involvement in meetings with other staff, external professionals and parents regarding pupils in a support capacity to the teacher, who will normally lead on such matters. | |
|  | ix. | Support colleagues across the school staff as directed by the teacher, SENCO or Management Team by applying any specific skills, experience and knowledge in relation to pupils and the curriculum, including routine administrative and clerical tasks. | |
|  | x. | Accompany other staff on school visits and in other activities outside of the classroom, taking responsibility for specific pupils or small groups as directed by the teacher. | |
|  | xi. | Follow all school and Trust policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equalities Policy and Data Protection Policy. | |
|  | xii. | Participate as required in the Academy’s performance management and supervision systems and take part in appropriate training and development activities. | |
|  | xii. | Within usual work, make appropriate use of ICT and adhere to policies relating to it, in line with the school’s systems of working. | |
|  | xiv. | May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc. | |
|  | xv. | Contribute to the overall ethos, work and aims of the academy. | |
|  | xvi. | Have a flexible and proactive approach to ensure the needs of the children are being met with the support of the team. | |
|  | xvii. | Undertake relevant training and be prepared to attend some training courses out of contracted hours which would be recompensed. | |
|  | xviii. | Any other duties commensurate to the level of the post. | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE -** none | | |
| **4.** | **MAIN CONTACTS & RELATIONSHIPS**  **Internal:** School staff, particularly in relevant Key Stage/ Phase.  **External:** Communication with parents and other stakeholders, usually on an informal basis. | | |

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| PERSON SPECIFICATIONTeaching Assistant (level 2) | |
| **5.** | **KNOWLEDGE AND QUALIFICATIONS**    **Essential, i.e. the postholder must have:**   * Minimum level 2 literacy and numeracy qualification * Competent user of IT * Good knowledge of normal child development and children’s personal development needs * Knowledge of strategies which promote good behaviour and discipline * Knowledge of school policies relating to health and safety, behaviour, equal opportunities and child protection   **Desirable, i.e. the postholder would ideally have:**   * Relevant qualification in child development or commitment to undertaking this training within first two years of appointment |
| **6.** | **EXPERIENCE**  **Essential, i.e. the postholder must have:**   * Experience of working with children in a supportive capacity * Experience of making adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher * Experience of working in EYFS   **Desirable, i.e. the postholder would ideally have:**   * Experience of working in a team |
| **7.** | **SKILLS AND PERSONAL QUALITIES**  **Essential, i.e. the postholder must have:**   * Good verbal communication skills, particularly for communicating with pupils, teachers and others in school, but also for liaising with parents and relevant others where required * Strong time management and organisational skills * Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. * Resilience in the face of challenging pupil behaviour * Able to take appropriate action to meet pupils’ needs as they arise to avoid undue physical or mental stress. * Able to contribute to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans. * Able to participate in the design of classroom and school displays. * Able to work well as part of a team. |



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| JOB DESCRIPTION **Higher Level Teaching Assistant** | | | |
| **PLACE OF WORK: Robert Wilkinson Primary Academy** | | | **GRADE: Salary points 15 - 20** |
| **REPORTS TO: Headteacher** | | | |
| **1.** | **MAIN PURPOSE OF JOB**   * To work in partnership with teaching staff in the school, developing and undertaking work, care and support programmes which enable access to learning for pupils and to assist the teacher in the management of pupils. * To modify curriculum and develop resources to support teaching and use of ICT to support learning * To evaluate work programmes for pupils. * To cover classes under the direction of the Phase Leader | | |
| **2.** | **KEY TASKS** | | |
|  |  | Works under the guidance of the class teacher, SENCO or a member of the academy’s management team in accordance with the statutory regulations, with individual pupils, small groups or sometimes the whole class, under the guidance of the teacher, to implement and deliver programmes of work. | |
|  |  | Use own initiative to assess and evaluate pupils’ needs and lead the delivery of learning activities by application of specific skills, knowledge and expertise with/of the pupils and area of the curriculum, under an agreed system of supervision. | |
|  |  | Write or verbally offer accurate reports and records of pupil progress as appropriate. | |
|  |  | Contribute to assessment, observation, recording, planning and the IEP. | |
|  |  | Within an agreed system of supervision, take responsibility for planning challenging teaching and learning objectives. | |
|  |  | Evaluate and adjust work plans as appropriate to meet pupil needs. | |
|  |  | Select and prepare appropriate resources to lead learning activities. | |
|  |  | Monitor, evaluate, record and provide reports on pupil responses and progress within agreed strategies. | |
|  |  | Contribute to discussions with relevant parties regarding a child’s/ children’s behaviour / performance/ development. | |
|  |  | Contribute to the School Development Plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the TA4’s skills, knowledge and understanding as identified by the school’s management team. | |
|  |  | Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils or small groups as directed by the teacher. | |
|  |  | Follows all school and Trust policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equalities Policy and Data Protection Policy. | |
|  |  | Participates as required in the Academy’s performance management and supervision systems and take part in appropriate training and development activities. | |
|  |  | Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school’s systems of working. | |
|  |  | May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc. | |
|  |  | Contributes to the overall ethos, work and aims of the academy. | |
|  |  | Have a flexible and proactive approach to ensure the needs of the children within the school are being met with the support of the team. | |
|  |  | Undertake relevant training and be prepared to attend some training courses out of contracted hours which would be recompensed. | |
|  |  | Work within ERP and mainstream setting to support individual need of the pupils and effectively communicate between teachers and staff members. | |
|  |  | Any other duties commensurate to the level of the post. | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  May be required to line manage other staff, including responsibility for the allocation and monitoring of work, appraisal, performance management and training. | | |
| **4.** | **MAIN CONTACTS & RELATIONSHIPS**  Internal: School staff, particularly in relevant key stage/ phase  External: Provides information about pupils’ progress to parents and external stakeholders at informal and more formal meetings as required. | | |

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| PERSON SPECIFICATIONHigher Level Teaching Assistant | |
| **5.** | **KNOWLEDGE AND QUALIFICATIONS**    **Essential, i.e. the postholder must have:**   * Minimum level 2 literacy and numeracy qualification * Full Teaching Assistant level 3 qualification * Competent user of IT * Good knowledge of normal child development and children’s personal development needs * Knowledge of strategies which promote good behaviour and discipline * Full working knowledge of school policies relating to health and safety, behaviour, attendance, equal opportunities, child protection. * Working knowledge and experience of implementing national curriculum and other learning programmes/strategies. * Understanding of statutory frameworks relating to teaching * Knowledge of Read, Write inc.   **Desirable, i.e. the postholder would ideally have:**   * Relevant level 4 qualification * Knowledge specifically relating to the relevant Key Stage/ Phase of the role. |
| **6.** | **EXPERIENCE**  **Essential, i.e. the postholder must have:**   * Significant experience of working with children in a supportive capacity * Significant experience of working with children with challenges in accessing the curriculum * Substantial experience of making adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher * Experience of modifying or developing resources to support teaching * Experience of using ICT to support learning * Experience of working with children in relevant Phase/ Key Stage * Experience of working effectively as part of a team * Experience of successfully covering lessons * Experience of contributing into school-wide policy or specific pieces of work in areas of own expertise.   **Desirable, i.e. the postholder would ideally have:**   * Experience of meeting with parents and other relevant professionals and contributing to discussions |
| **7.** | **SKILLS AND PERSONAL QUALITIES**  **Essential, i.e. the postholder must have:**   * Excellent verbal communication skills for communicating with pupils, teachers, parents and relevant others * Strong time management and organisational skills * Ability to work on own initiative * Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. * Resilience in the face of challenging pupil behaviour * Able to take appropriate action to meet pupils’ needs as they arise to avoid undue physical or mental stress. * Able to contribute to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans. * Able to participate in the design of classroom and school displays * Good team player * Willing to continue own professional development * Constantly improve own practice/knowledge through self-evaluation and learning from others. |