Grading
Job Description and Employee Specification

Job Title: Teaching Assistant (Level 2)	**Directorate**: Education, Learning and Achievement
Post Number:	**Division:** Schools
Grade: 4	**Business Unit/Section:**

Overall Purpose of Job:

To assist in the planning, teaching and assessing the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher.

Main Responsibilities:

1. Assists pupils with personal self-care.
2. Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.
3. Assists with general administration and supports classroom management, including creating learning materials.
4. Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.
5. Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school or early years setting.
6. Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.
7. Supervises pupils in small group or one to one learning activities in school away from the main teaching area, following appropriate risk assessment.
8. Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
9. Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions.
10. Implements speech and language development activities, physical development activities and mobility activities, using mechanical hoists when necessary.

11. Administers medication following clearly defined LA/school procedures and follows basic first aid procedures as necessary.

12. Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupil's welfare and achievements.

Knowledge, Skill and Experience Required:

- Communication skills, including facility with visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- 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.

Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

Decision Making:

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupil attempts to communicate needs
- Communicates information effectively to teachers, other professionals and parents whenever the need arises

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Contacts and Relationships:

Teachers

- Contributes to their planning, teaching and assessing the curriculum – daily

Pupils

- Enables access to the planned curriculum and meets personal and social needs – daily

Leadership group of the school

- Takes part in departmental or whole school meetings – weekly

Other staff

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers – daily

Other Professionals

- Provides information about pupil progress, strategies and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations – weekly

Parents

- Shares information about class activities, pupil progress and family needs – irregularly
- Shares information about pupil progress with inclusion programmes – weekly

Responsibility for Resources: (to include approximate value, sole or shared responsibilty and for what percentage of their working hours)

None

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

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Physical Demands:

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home-school transport.

When working with small children, sits on and gets up from low chairs and low tables.

May be involved in physical interventions with pupils, following LEA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

Working Conditions:

Works in classrooms for most part of school day. These can be warm and pupils can be noisy.

May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

Work Context:

At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

At risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

At risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene/

At risk of infection when dealing with unwell children.

Position in Organisation:

Indicate how many staff the post is directly accountable for: None

Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description

Date copy sent to Post holder ……

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JOB TITLE _____ **HOURS PER WEEK** _____

	ESSENTIAL	DESIRABLE	How measured in recruitment & selection
EXPERIENCE	• Recent experience of working with children in a school setting • Experience of being involved with planning and delivery of curriculum and planned interventions	• Experience of both Key Stages • Experience of covering classes while teachers have their PPA time	Application form Interview
EDUCATION, TRAINING, QUALIFICATIONS	• Safeguarding Training • TA Level 2 or equivalent	• First Aid Training • Experience leading Read Write Inc phonics sessions	Application form/certificate
SKILLS AND KNOWLEDGE	• Good English and maths skills • Good time management and organisational skills • Knowledge and understanding of child development • Knowledge of the implications of common special additional needs in children for teaching and learning • Knowledge of strategies which promote good behaviour and discipline • Awareness of safeguarding issues	• Understanding of key health and safety issues • An awareness of Health & Safety legislation	Application form References Interview

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Personal Qualities	• A team player • Can work independently • Ability to organise and prioritise workloads and meet deadlines • Excellent time management • Enthusiastic and energetic worker • Confident communicator with pupils, parents, colleagues and outside agencies	• Commitment to self-improvement	Application Letter References Interview
ADDITIONAL ASPECTS OF THE POST	• Willingness to participate fully in children's activities and wider school life • Willingness to attend to a child's personal needs • An excellent health and attendance record		Application References Letter

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes x No** □
- Political restriction **Yes** □ **No x**
- The ability to speak fluent English under the Immigration Act 2016 **Yes x No** □