

**JOB DESCRIPTION AND PERSON SPECIFICATION**

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| Job Title: | Teacher Assistant Level 2  |
| HBC Grade: | **HBC3/4 + 1 SEN Point** |
| Service: | **Children & Enterprise** |
| Division: | **The Bridge School** |

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| **Main Purpose of the Role**  |
| To work with and supervise individuals and groups of students, under the direction/ instruction of teaching &/or senior staff. To provide support to specific individual learning needs, enabling access to learning for all students, and to assist and support classroom management and student development strategies. |

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| **Key Duties**  |
| **Support for the Pupil** |
| **1** | Establish good working relationships with students, acting as a role model and setting high expectations |
| **2** | Provide consistent support to all pupils, responding appropriately to individual student needs |
| **3** | Contribute to the development and implementation of Individual Education Plans and learner passports  |
| **4** | Promote inclusion and acceptance of all students |
| **5** | Encourage students to interact with others and engage in activities led by the teacher, across the school and at times, within PE/Outdoor Education |
| **6** | Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure |
| **7** | Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher |
| **8** | Use specialist (curricular/learning) skills/training/experience to support students |
| **Support for the Teacher** |
| **9** | Provide minimal clerical/administration support (e.g. photocopying, typing filing, Collecting money etc.) |
| **10** | Assist with the display of student's work |
| **11** | Establish and maintain an appropriate learning environment under the supervision of the teacher |
| **12** | Contribute to lesson planning, evaluation of lessons/ work plans as appropriate |
| **13** | Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives |
| **14** | Provide objective and accurate feedback and reports as required, to the teacher on student achievement progress and other matters, ensuring the availability of appropriate evidence |
| **15** | Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested |
| **16** | Administer tests and invigilate exams as appropriate to Key Stage |
| **17** | Accurately record achievement/progress |
| **18** | Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy |
| **19** | Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's supervision. |
| **Support for the Curriculum** |
| **20** | Support the delivery of agreed learning activities/learning programmes, adjusting activities according to student learning styles and individual needs as directed by the teacher |
| **21** | Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development |
| **22** | Support the use of ICT in learning activities and develop students' competence and independence its use |
| **23** | Assist students to access learning activities through specialist support e.g., curriculum/SEN specialism |
| **24** | Determine the need for, prepare and maintain general and specialist equipment and resources |
| **25**  | Work with a variety of students within a range of different settings, subjects and/or key stages. |
| **Support for the School** |
| **26** | Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) |
| **27** | Be aware of, and support difference to ensure all pupils have equal access to opportunities to learn and develop |
| **28** | Contribute to the school ethos, aims and development/improvement plan |
| **29** | Attend and participate in regular meetings as appropriate |
| **30** | Participate in training and other learning activities as required |
| **31** | Establish own best practice and use to support others. |
| **32** | Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours |
| **33** | Accompany teaching staff and students on visits, trips and out of school activities as required |
| **34** | Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job |

The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.

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|  | **Education**  | **Experience**  | **Knowledge**  | **Skills & Abilities**  |
| **ESSENTIAL** | Requirement to complete appropriate Teacher Assistant/Staff Induction Programme within agreed timescale | Relevant training in special educational needs strategies | Understand how to organise small groups of students so they can work together or move around the school in an orderly way. | Ability to work effectively within a team environment, understanding classroom roles and responsibilities |
| Secure literacy and numeracy skills (to GCSE levels) | Have worked with students with social, mental or emotional difficulties | Understand how to challenge, redirect and coach challenging behaviour to produce an effective and positive outcome. | Ability to build and maintain effective working relationships with all students and colleagues |
|  | Have assisted with a cross section of curriculum areas including maths and English | Safeguarding practice and implementation within a school setting | Ability to promote a positive ethos and role model positive attributes |
|  | Experience of resources preparation to support learning programmes |  | Ability to work with young people at all levels regardless of specific individual need and identify learning styles as appropriate |
|  |  |  | Sensitive and effective communicator leading to good student management and engagement |
| NVQ III or equivalent in teaching assistance  | Specialist subject knowledge in maths or English | Effective management of conflict – crisis management. | Effective team person |
| **DESIRABLE** | Relevant training in Sport/physical education | Understanding of National Curriculum and other learning programmes e.g. knowledge of core subject areas etc. | Effective applied knowledge of a cross section of Special Educational Needs | Effective use of ICT to support learning |
| Relevant training in special educational needs strategies | Understanding of principles of child development, learning styles and independent learning | Keeping Children Safe in Education – DfE Guidance and Practice.  | Understanding of other basic technology - video, photocopier |
| TEAM TEACCH Intermediate certificate and training | Understanding of inclusion, especially within a school setting |  | Ability to adapt own approach in accordance with pupil needs |
| Safeguarding Level 1 |  |  | Present student work through effective wall display work. |
| Production of qualifications at interview  | Application / Interview / Assessment  | Application /Interview / Assessment  | Application / Interview /Assessment |
| **HOW IDENTIFIED**  |  |  |  |  |

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|  | **Other requirements of the post**  |
|  **ESSENTIAL** | Self-motivated and determined  |
| A flexible and adaptable approach |
| Committed to safeguarding and promoting welfare of young people |
| Able to actively support, promote and encourage The Bridge School’s ethos, culture and values |
| Willingness to participate in relevant training and development opportunities |
| **DESIREABLE**  | Willingness to support learners and/or participate in outdoor education activities |
| Willingness to attend a short stay yearly residential trip |
| **HOW IDENTIFIED** | Interview / Assessment / Production of documentation  |

Please note: Front line posts with direct customer contact should include a statement detailing the spoken English language requirements of the post.

For office use only:

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| **Date Created:** | **6th June 2024** |
| **Agreed by:** |  |

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.