

## Job Description

<b>Post title:</b>	<b>Teaching Assistant – Level 2</b>
<b>Contract</b>	Permanent, (32.5 hours per week, term time only)
<b>Pay range:</b>	Band 5, scale point 4 - 6
<b>Line manager:</b>	Headteacher
<b>Location:</b>	Knowleswood Primary School

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### **Purpose of the Role:**

The primary role of a Teaching Assistant is to work with teachers (including within specialist Resourced Provisions) to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. Teaching Assistants also provide support to pupils so they can access the curriculum, participate in learning and experience a sense of achievement.

### **Generic Introduction:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Knowleswood Primary School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.
4. Knowleswood Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a condition covered under the Equality Act 2010.

### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Together we **Exceed**

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### **Supervision & Guidance:**

To work under the direction/instruction of class teachers; own appraiser and senior leadership team/Headteacher.

### **Range of Duties:**

#### **Support for Pupils**

- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to act independently, as appropriate
- Promote, support and facilitate the inclusion of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher or other professionals
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to their progress and achievement, under guidance of the teacher
- Encourage pupils to act independently as appropriate
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Assist with the development and implementation of Education Health and Care Plans (EHCPs), Individual Behaviour Plans (IBPs) and personal care programmes

#### **Support for the Teacher**

- Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Contribute to effective assessment by undertaking pupil record keeping as requested.
- Administer routine tests, invigilate exams and undertake routine marking of pupils' work, under guidance from the teacher
- Use effective behaviour management strategies consistently in line with the school policies and procedures
- Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals
- Establish constructive relationships with parents/carers, pupils and staff
- Provide clerical/admin support

#### **Support for the Curriculum**

- Support pupils to understand instructions
- Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role
- Support pupils in safely using basic ICT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

#### **Support for the School**



- Be aware of and comply with relevant statutory guidance, alongside school/Trust policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner
- Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals and the school community
- Attend relevant meetings as required
- Commit to improving own practice by participating in training and other learning activities related to continual professional development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
- Accompany teaching staff and pupils on visits, trips and out of school activities, as required
- To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

## PERSONNEL SPECIFICATION

Attributes	Essential	Desirable	How Identified
<b>Skills &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people in a primary/secondary setting</li> <li>• Experience of supporting children and young people with special educational needs</li> <li>• Possess excellent communication skills</li> <li>• Excellent numeracy/literacy skills</li> <li>• Ability to use relevant technology and software packages</li> <li>• Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> <li>• In line with the Immigration Act 2016; able to demonstrate fluency of the English Language at an Advanced Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a team</li> <li>• Clerical/administrative experience</li> </ul>	Application form and selection process
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths Grade C or above/grade 4-9 (or equivalent)</li> <li>• Level 2/3 Supporting Teaching &amp; Learning in Schools qualification (or similar/equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2/3 Supporting Teaching &amp; Learning in Schools qualification (or similar/equivalent)</li> <li>• Other qualifications in relation to post e.g. health, children, practical skills, first aid.</li> </ul>	Application form, selection process and interview

<b>Training</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Level 2 Department for Education Teaching Assistant course</li> </ul>	Application form and interview
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding of Equality, Diversity and Inclusion and how this applies within an education setting</li> </ul>		Application form and interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Ability to relate well to pupils and adults.</li> <li>Work constructively as part of a team.</li> <li>Ability to remain calm under pressure.</li> <li>Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>Demonstrate a commitment to working with children of the relevant age.</li> <li>Flexibility and willingness to accept change.</li> <li>Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to understand classroom roles and responsibilities and your own position within these</li> </ul>	Application form and interview
<b>Additional Expectations</b>	<ul style="list-style-type: none"> <li>Will not require holiday leave during term time.</li> <li>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people (DBS check required).</li> </ul>	<ul style="list-style-type: none"> <li>Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities</li> <li>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</li> </ul>	Application form and interview

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.