



## Job Description

### Teaching Assistant – Level 2

#### Teaching and Learning - Special/Additional Needs

**Level 2 Grade 3 - £21,189, pro rata, term time only. 25 hours per week, equates to apx £12,655 per annum. Contract in place until the named pupil leaves the school or in the event that their EHCP funding changes. Hours of work Monday – 9am to 12pm and 1.15pm to 3.15pm**

The post holder will report to the Teacher /Head of School. Apart from other colleagues in the school, the main contacts of the job are: Head of School, Deputy Headteacher, teaching staff, other support staff and pupils.

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#### **Main Purpose of the Job:**

To work with a pupil with complex needs and use specialist knowledge and expertise to ensure a bespoke provision is in place.

To complement the professional work of teachers by taking responsibility for agreed learning activities. This will involve planning, preparing and delivering learning programmes and support for the individual pupil.

#### **Main Duties and Responsibilities:**

1. Assess the needs of pupils and use detailed knowledge and skills/training/experience to support pupils learning.
2. Establish strong bespoke pastoral support programmes, using research, parental information and professional to inform these
3. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations.
4. Promote the inclusion and acceptance of all pupils.
5. Promote independence and employ strategies to recognise and reward achievement of self reliance.
6. Provide feedback to pupil and parents in relation to progress and achievement.

7. Attend to pupils' personal needs, including minor first aid and provide advice to assist in their pastoral, social, health, hygiene development and welfare matters.
8. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines.
9. To liaise with staff from a range of agencies and support, and other personnel working with the pupil as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
10. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
11. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
12. Undertake marking of pupil's work and accurately record achievement/progress.
13. Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement.
14. Accompany teachers and pupils on educational visits.
15. Assist in maintaining high standards of health and safety at all times.
16. Maintain good relationships with colleagues and work together as a team.
17. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
18. Contribute to the overall ethos/work/aims of the school.
19. Take the initiative as appropriate to develop multi agency approaches to supporting pupils.
20. To converse at ease and provide advice in accurate spoken English is essential for the post.
21. To work with strict adherence to data protection legislation (GDPR) in managing documents and data and be vigilant around cyber security in any IT tasks being undertaken
22. Perform other duties and tasks as assigned by the Head of School/Executive Headteacher

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more

demanding aspects of 'specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Trust Board and School Policies.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**



## Person Specification – Teaching Assistant Level 4, Grade 5

Selection Criteria	Method of Assessment	Essential
<p><b>At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the criteria listed below.</b></p>		
<b>1 Experience</b>		
1.1 Experience of working with SEN children with additional emotional, behavioral learning and attachment needs	Application form/Interview	√
<b>2 Qualifications/Training</b>		
<b>The successful candidate will:</b>		
2.1 Possess excellent numeracy/literacy skills	Application form/Interview	√
<b>3 Knowledge &amp; Skills</b>		
3.1 Ability to relate well to children and adults	Interview	√
3.2 Ability to work as a part of a team	Application form/Interview	√
3.3 An understanding of the role of Teaching Assistant and other professionals working in the classroom	Application form/Interview	√
3.4 Ability to use relevant ICT	Application form/Interview	√
3.5 Full working knowledge and understanding of national curriculum and other relevant learning programmes/strategic processes and barrier to learning	Application form/Interview	√
3.6 Understanding the principles of child development and learning processes	Application form/Interview	√
3.7 Knowledge of planning, delivering and evaluating programmes of learning	Application form/Interview	√
3.8 An understanding and interest in current research in emotional development, childhood trauma and attachment theories	Application form/Interview	√
<b>4 Personal Style &amp; Behaviour</b>		
<b>The successful candidate will have:</b>		
4.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	Interview	√
4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	Application form/Interview	√

4.3 The flexibility to adapt to changing workloads, demands and new school challenges	Application form/Interview	√
4.4 Personal commitment to continuous self-development	Application form/Interview	√
4.5 Personal commitment to the school's professional standards, including dress code as appropriate	Interview	√
<b>5 References</b>		
<b>5.1</b> Positive recommendation(s) in 2 professional references		√
<b>5.2</b> DBS clearance/no adverse outcomes from the DBS check		√