



SIR JOHN NELTHORPE SCHOOL

RESPECT - RESILIENCE - INTEGRITY

JOB DESCRIPTION AND EMPLOYEE SPECIFICATION

Job title: Teaching Assistant (Level 2)	Directorate: Education, Learning & Achievement
Post number:	Division: Schools
Grade: 4	Section/team: Sir John Nelthorpe School

Overall purpose of job:

To assist the class teacher 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 across Key stages 3 and 4.

Main responsibilities:

- Helps individual children or groups of pupils to access differentiated curriculum, including assisting with the planning and evaluation of learning activities
- Assists with the general administration to support classroom management, including creating learning materials
- Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure
- Helps promote pupil's good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's Personalised Learning Plan, including physical interventions e.g. Team Teach Training
- Shares with the teacher, supporting professionals and parents issues of concern and positive feedback about pupil's welfare and achievements
- Supervises pupils in small group situations away from the classroom, but within the school following appropriate risk assessment
- Provides breakfast club to students following all necessary training in food hygiene and handling.
- Help create a positive learning atmosphere within the classroom.
- Work alongside the Designated Safeguarding Officer to ensure all students are kept safe
- Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher
- Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.



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- 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.
- Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupil's welfare and achievements.
- Enables pupils on inclusion programmes to access the differentiated curriculum in mainstream school.
- Implements speech and language development activities, physical development activities and mobility activities.

Knowledge, skill and experience:

- Communication skills
- Time management and organisational skills
- Literacy and numeracy skills to GCSE standard at Grade C or higher or equivalent qualification
- Knowledge of subjects taught within the Key Stage 3 curriculum
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of challenging behaviour in students for teaching and learning at school and for the families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Prior Team Teach accreditation or a willingness to undertake the training
- Organisational skills to assist in the main teaching of students
- Able to support students with their ICT
- First Aid qualification or a willingness to undertake the training

Creativity and innovation:

- Contributes actively to the planning and review of the differentiated curriculum and Personalised Learning Plans on the basis of their knowledge and understanding of pupils needs.
- Monitors and responds to pupil's learning by recommending changes in targets or provision to the teacher
- Monitors and is responsive to pupil's 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.



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Decision making:

- Recognises situations where risk assessments are required and can follow appropriate Health and Safety procedures
- 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
- Responds to on the spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil's 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 pupils' personal needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupils' attempts to communicate needs
- Communicates information effectively to teachers, other professionals and parents whenever the need arises

Contacts and relationships:

Teachers

- Contributes to their planning, teaching and assessing the curriculum - daily
- Opportunity to work alongside colleagues from an alternative provision setting which is working with the school - occasionally

Pupils

- Enables access to the planned curriculum and meets personal and social needs - daily
- Implements emergency care procedures as needed

Leadership group of the school

- Takes part in departmental or whole school meetings - weekly

Other staff

- Works in collaboration with other teaching assistants, midday supervisors and support staff, escorts/drivers - daily



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Contacts and relationships:

Other Professionals

- Provides information about pupils progress, strategies and issues to outside agencies in conjunction with a Senior Teacher 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 responsibility 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.

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.
- 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.



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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 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 05 March 2024

Date copy sent to Post holder _____



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Post Number:

Job Title: Teaching Assistant (Level 2)

Hours per week: 32.5

	Essential	Desirable	How Measured
Experience	<p>Experience of working in education, either mainstream or specialist setting.</p> <p>Experience of pupils who have both learning and behaviour problems limiting their academic progress.</p>	<p>Involved with planning & delivery of curriculum and planned interventions to comply with needs as outlined in provision mapping and personal targets.</p> <p>Working with SEN pupils, dealing with relevant paperwork.</p> <p>Experience of working in a team.</p> <p>Experience of supporting students with complex learning difficulties.</p> <p>Experience in the use of Team Teach interventions with pupils who present challenging behaviours.</p> <p>Experience of working with children and families from a range of cultures represented locally.</p> <p>Experience in the support of children and young people with specialist educational requirements.</p>	<p>Application Interview References</p>



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	Essential	Desirable	How Measured
Skills and Knowledge	<p>Excellent Interpersonal and communication skills</p> <p>Ability to participate in planned physical interventions</p> <p>Strong organisational skills</p> <p>ICT competency</p> <p>Ability to maintain confidentiality at all times</p> <p>Understanding of what safeguards are necessary to ensure the safety of children.</p>	<p>Excellent time management.</p> <p>Understanding of child development and personal needs.</p> <p>Understanding of individual learning styles.</p> <p>Good literacy and numeracy skills.</p> <p>Knowledge of strategies which promote good behaviour and discipline.</p> <p>Ability to respond to "on the spot incidents" as and when they arise.</p> <p>Ability to adapt to changing situations.</p> <p>Basic knowledge of child protection legislation , procedures and staff responsibilities.</p> <p>Knowledge of library management systems. (although training will be provided).</p>	<p>Application Interview</p> <p>References</p>



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	Essential	Desirable	How Measured
Education, Training, Qualifications	GCSE Grade C or above or equivalent in Maths & English Some evidence of specialist training in areas of SEN or willingness to be trained	Teaching Assistant (Level 2) Qualification First Aid Qualification Team Teach Certificate Qualification in the support of students with SEND	Application Interview
Additional Aspects of the Post	Willingness to participate fully in the life of the school. Has a commitment to working with parents and other support agencies	Willingness to help organise social/fundraising events	Application Interview

The post is subject to:

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

Employee:

(signed) _____ (print) _____ Date: _____

Manager:

(signed) _____ (print) _____ Date: _____