



Organisation:	Watergrove Trust
Section:	Associate Staff
Location:	Wardle Academy, Birch Road, Rochade, OL12 9RD
Job Title:	Teaching Assistant Level 2
Hours:	32.5 hours per week, term time only
Grade:	Grade 3
Grade Range:	Point 5-6 currently £23,500 - £23,893 FTE (Actual salary; £17,827 - £18,125)
Accountable to:	Headteacher, Deputy Headteacher, SLT, SEND Manager
Accountable for:	As directed by the Headteacher, Deputy Headteacher
Special Conditions of Service:	<ul style="list-style-type: none">• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.• Ability to attend occasional meetings out of school hours when required.• Assisting students in line with moving and handling guidelines when toileting, feeding and transferring.• Providing hygiene care to students• Lifting and carrying as required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PURPOSE AND OBJECTIVES OF THE ROLE

Act as a responsible adult and assist with the supervision, personal care, safety and the welfare of individuals and/or groups of young people and their environment, inclusive of assisting with resources and classroom management to support academic progress and personal development.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

Relationships (not exhaustive)

Headteacher

Senior Leadership Team

Colleagues

Teaching Staff

Associate Staff

Students

Parents

Visitors

Contractors

Governors /Trustees

Organisational Chart

Headteacher
Deputy Headteacher
SLT
Classroom Teacher / Teaching Assistant

CONTROL OF RESOURCES

Personnel

To be responsible for the direction, support and motivation of self and or pupil under the postholder's control.

Financial

To work in accordance with Financial Regulations and procedures of the School.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.



Teaching resources including audio visual and computer equipment.

Equality

To work in accordance with Watergrove Trust's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will have a commitment in identifying and undertaking their own professional and personal development in accordance with Schools performance management framework.

Values and Behaviours

Our mission is to be ever **"Providing more"** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

Principal Duties

It is expected at Level 2 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties.

1. **Help to keep young people safe by:**
 - Preparing and maintaining a safe and hygienic environment
 - Dealing with accidents, emergencies and illness



- Supporting the safeguarding of young people
 - Encouraging student's positive behaviour
- 2. Provide support for learning activities by:**
- Providing the right amount of support at the right time
 - Supporting the teacher in planning learning activities
 - Supporting the delivery of learning activities
 - Supporting the teacher in the evaluation of learning activities
 - Promoting independence and enabling students to retain responsibility for their learning
 - Encouraging students to be comfortable taking risks with their learning
- 3. Support children's development by:**
- Contributing to the development of young people physically, emotionally and socially
 - Contributing to student's communication and intellectual development
 - Contributing to planning to meet student's development needs
- 4. Support literacy and numeracy development by:**
- Supporting students to develop their reading, writing skills, speaking/talking and listening skills
 - Supporting students to develop numeracy skills and to use and apply mathematics
 - Modelling high standards of written and verbal communication at all times
- 5. Support the use of information and communication technology for teaching and learning by:**
- Preparing and supporting the use of IT resources for use in teaching and learning
 - Supporting students' learning through the use of IT
- 6. Observe and report on student performance to inform the teacher's assessment and planning**
- Liaising with individual teachers, departments, faculties and senior leaders to identify priorities and ensure that needs are met.
- 7. Prepare and maintain the learning environment by:**
- Preparing the learning environment and learning materials for use
 - Monitoring and maintaining the learning environment and resources
- 8. Promote positive behaviour by:**
- Implementing agreed behaviour management strategies
 - Supporting students in taking responsibility for their learning and behaviour
- 9. Develop and promote positive relationships by:**



- Interacting with and responding to young people and adults in a way that fosters positive relationships
- Communicating effectively with young people and adults
- Supporting young people in developing positive relationships

10. Provide effective support for your colleagues by:

- Maintaining working relationships with colleagues
- Developing your effectiveness in your role

11. Support the development and effectiveness of work teams by:

- Contributing to effective team practice
- Contributing to the development of the team
- Sharing best practice with colleagues

12. Reflect on and develop practice by:

- Reflecting on own professional practice
- Taking responsibility for and participating in continuing professional development

13. Support student's learning by:

- Participating in activities to encourage communication and language

14. Contribute to supporting bilingual/multilingual students by:

- Contributing to the development of skills of bilingual/multilingual students in the target language
- Supporting bilingual/multilingual students during learning activities

15. Support a child with disabilities or special educational needs by:

- Providing care and encouragement
- Providing support to help the student to participate in activities and experiences
- Having high expectations
- Modelling positive social interactions, excellent work ethic and the behavioural expectations of the academy setting
- Supporting the student and family according to the procedures of the setting

In addition, the role may possibly include: -

16. Contribute to moving and handling individuals by:

- Preparing student's, environments and equipment for moving and handling
- Enabling students to move from one position to another
- Personal care

17. Support individual and group intervention sessions by:



- Preparing and maintaining environments, equipment and materials prior to, during and after intervention sessions
- Supporting individuals prior to and within intervention sessions
- Observing and providing feedback on intervention sessions

18. Invigilate tests and examinations by:

- Preparing to run tests and examinations
- Implementing and maintaining invigilation requirements

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.

2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.

3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.

4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.

5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.

6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.

7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.

8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the CEO (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal



Opportunities Policy and other policies designed to protect employees or service users from harassment.

- a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
- c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

10. To attend and participate in meetings as required.

11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.

12. Support the Academy and the Trust in meeting our legal requirements for worship.

13. Actively promote the Academy and Watergrove Trust corporate policies.

Job Description prepared by: Rebecca Burns Date: 15 July 2024

Agreed by Postholder: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.



Watergrove Trust Person Specification

Organisation :	Watergrove Trust	Post:	Teaching Assistant Level 2
Section :	Associate Staff	Grade:	3

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
To possess GCSE English and Mathematics at Grade 4 or above, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics	E	AF/I - Check qualifications
Level 2 qualification QCF (or NVQ prior to 2010) in Teaching and Learning	E	AF/I - Check qualifications
Additional related qualifications	D	AF,/C
Skills and Experience		
Importance of safeguarding/child protection when working in a academy setting	E	AF/I
Build effective working relationships with all students and colleagues	E	AF/I
Understanding of and willingness to use technology to support learning	E	AF/I
Work effectively within a team environment, understanding classroom roles and responsibilities.	E	AF/I
Work within the Academy's ethos and role model positive attributes	E	AF/I



Working with and/or caring for young people	D	AF/I
How IT can support learning	E	AF/I
Secondary school curriculum	E	AF/I
Commitment to inclusion in an academy setting	E	AF/I
Communicate effectively and sensitively with students, young people and colleagues	E	AF/I
Organise and manage learning activities in ways which keep students safe	E	AF/I
Actively encourage and motivate students to advance their learning	E	AF/I
Personal Skills & Attitudes		
Enthusiastic with a love of learning	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
A caring and positive person	E	AF, I
Good communication skills - written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our students	E	AF, I
Self motivated	E	AF, I
Values and Behaviours		
Our mission then is to be ever “ Providing more ” to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependence within which we will always: <ul style="list-style-type: none"> • Coach • Challenge • Innovate 	E	AF/I
Special Working Conditions		
Improve own knowledge and practice by participating in professional reviews and display commitment to continual professional development	E	AF/I
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	E	AF/I
Be committed to working within the Academy's policies and procedures and adhering to safe working practices	E	AF/I
Ability to attend meetings out of the Academy's hours.	E	AF/I
When required: Assisting students in line with moving and handling guidelines when toileting, feeding and transferring.	E	AF/I
Providing hygiene care to students	E	AF/I
Lifting and carrying equipment as required	E	AF/I

