

Teaching Assistant Level 2

Job Description and Person Specification

PURPOSE OF THE POST

- To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher.
- To support learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

To enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.

DUTIES AND RESPONSIBILITIES

Support for the pupil

- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
- Effectively support the teacher to deliver learning, by leading activities to individuals and small groups as directed by the teacher.
- Assist with the development and implementation of Individual Education, Behaviour, Therapy and/or personal care programmes linked to EHCP's.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem, independence, confidence and communication.
- Provide feedback in relation to pupil progress and achievement under the guidance and direction of the teacher.
- Receive NHS training and give medication and deliver therapy programmes to a good standard.
- Receive training and follow specialist feeding programmes to ensure the needs of individual pupils are met.
- Support pupils during breaks from teaching activities.
- Use Team Teach de-escalation strategies in a highly effective manner.
- Use Team Teach positive handling appropriately in line with training.

Support for the Teacher

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- Provide clerical/administration support (e.g., photocopying, typing and filing)
- Contribute to keeping accurate records of interventions e.g., medical, behavioural, learning, and personal care.
- Assist with the display of pupils' work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, to use strategies to support pupils to achieve learning goals.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils' responses to learning activities and accurately record pupil achievement/progress as directed.
- Provide detailed and regular feedback to teachers on the pupil's achievement, progress, etc.
- Administer routine primary tests, invigilate exams and undertake routine marking of pupil's work.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under the teacher's direction.
- Support curriculum coordinators in the development and maintenance of resources.

Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

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- Be aware of and comply with school policies and procedures relating to staff conduct, child protection, safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person as soon as they arise.
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to and follow the school ethos, values and development.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of directed lesson time, including lunchtime.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
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CORE RESPONSIBILITIES AND DUTIES

- Ensure that you understand and comply with the trust Health and Safety policy by following the relevant procedures that are in place.
- Read, uphold, and promote the safety and wellbeing of students as set out in the trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the trust Employee Code of Conduct.
- Please note that the job description provided is not an exhaustive list of all responsibilities and duties associated with this position.

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CRITERIA		Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
ESSENTIAL		DESIRABLE
• GCSE 9-4 (A* - C) in English and Maths or Level 2 Key Skills in English and Maths. Applicants with results due can apply. • NVQ 2 in Supporting Teaching and Learning or equivalent qualification • Significant experience of working with children in an educational setting (within specified age range / subject area) with special educational needs. • Willingness to participate in relevant training and development opportunities. • Training in literacy and numeracy strategies and/or willingness to undertake training. • Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required. • Specialist experience in managing challenging behaviour and/ or therapy programmes and/ or specific learning interventions and/ or health interventions.		• NVQ 3 in Supporting Teaching and Learning. • Training or experience in working with pupils with: ASD, physical difficulties, communication difficulties, complex medical conditions, learning difficulties and/or ADHD, Sensory Processing Disorder. • Training in special educational needs or be able to demonstrate a commitment to special needs.
CRITERIA		Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
ESSENTIAL		
• Ability to work effectively within a team environment, understanding classroom roles and responsibilities. • Ability to build effective working relationships with all pupils and colleagues. • Ability to promote a positive ethos and role model positive attributes in all aspects of school life (dress, attitude, attendance and punctuality). • Excellent numeracy, literacy and ICT skills to support learning and utilise these skills to develop appropriate learning activities. • Ability to work with children at all levels regardless of specific individual needs and identify learning styles as appropriate. • Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/ subject area) e.g., knowledge of core subjects’ areas etc. • Working knowledge of relevant policies/codes of practice/legislation relevant to the post. • Understanding of inclusion and demonstrate this in your practice. • Experience of resources preparation to support learning programmes. • Ability to use basic technology – photocopier, computers, tablets, internet, email.		

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Person Specification

- **Pupil Care** - Listen and respond to student needs, seek out innovative ways of consulting users and engaging partners. Network with others to develop support for the benefit of the pupils and their families.
- **Valuing Diversity** - Listen, support and monitor the diverse contributions made to school development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how valuing diversity can improve our ability to deliver better services and reduce disadvantage.
- **Developing Self and Others** - Ability to question and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.
- Establish constructive relationships with parents and carers.
- Able to improve their own practice through observations, evaluations and discussion with colleagues.
- Ability to direct the work and practice of other staff where appropriate.
- Ability to follow instruction / training to carry out therapy or medical programmes, including administering medication.
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