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## **Beaver Road Primary School**

### **Job Description**

#### **Teaching Assistant – Level 2 Grade 3**

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

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

Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils

Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required

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#### **Main Duties**

##### **Support for pupils**

1. To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs
2. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities
3. Give regular feedback on children's progress to the class teacher and file records
4. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters
5. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
6. Promote the inclusion and acceptance of all pupils
7. Encourage pupils to act independently as appropriate
8. To occasionally supervise whole classes as required

##### **Support for Teachers**

9. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies

10. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, as appropriate
11. Undertake pupil record keeping and updating records, information and data, producing reports as required
12. Assist in the development and implementation of behaviour management strategies
13. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher
14. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
15. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work

### **Support for the Curriculum**

16. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher
17. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
18. Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources

### **Support for the School**

19. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
20. Assist in maintaining high standards of health and safety at all times
21. Maintain good relationships with colleagues and work together as a team
22. Assist in the supervision of classroom and outdoor activities
23. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present
24. Contribute to the overall ethos/work/aims of the school
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

26. Attend relevant meetings

27. Participate in training, including relevant learning strategies and other learning activities and performance management where required

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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.

A Teaching Assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and Academies 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.

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### **Safeguarding:**

Beaver Road Primary School is committed to safeguarding and protecting the children that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

## **Beaver Road Primary School**

### **Person Specification**

#### **Teaching Assistant – Level 2**

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##### **For this job we are looking for:**

Experience of working with or caring for children of a relevant age

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Completion of the Teaching Assistant Induction Programme

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology e.g. photocopier

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Basic understanding of child development and learning

Willingness to undertake minor first aid training as appropriate

##### **Personal Style and Behaviour**

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work

Self motivation and personal drive to complete tasks to the required timescales and quality standards

The flexibility to adapt to changing workload demands and new school challenges

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils

Personal commitment to continuous self-development

A commitment to school improvement

Be willing to consent to and apply for an enhanced disclosure to a DBS check

**Additional clarification of requirements of the post include:**

**Safeguarding**

Is responsible for the protection and safeguarding of all children and displays a commitment to this.

Completed all relevant and statutory training and demonstrates qualities required to safeguard and promote the welfare of all children.

Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children.

**Promoting Equality and Diversity**

Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage.

Listen to contributions made to service development without prejudice.

**Care**

Listen and respond to children's needs, seeking out innovative ways of consulting and engaging them.

Network with others to develop services for the benefit of the children.

**Developing Self and Others**

Be willing to share learning and encourage others to do the same.

Listen to others and respond to their needs.

Strives for improvement and take responsibility for own development.