

Grading

Job Description and Employee Specification

<u>Job title:</u> Teaching Assistant (Level 2)	<u>Service area:</u> Education, Learning and Achievement
<u>Post number:</u> S2907612	<u>Division:</u> Schools
<u>Grade:</u> Grade 4 SCP 5-9 £23,500-£25,119	<u>Section/team:</u> Priory Lane Community School
<u>Overall purpose of job:</u> To assist in the planning, teaching and assessing the differentiated curriculum, under the general direction of the EYFS leader, class teacher or SENDCO	
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.	
<u>Main Responsibilities:</u> Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities. Assists with general administration and supports classroom management, including creating learning materials. 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. Supervises pupils in small group or one to one learning activities in school away from the main teaching area, following appropriate risk assessment. Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure. Administers medication following clearly defined LEA/school procedures and follows basic first aid procedures as necessary. Assists pupils with personal self-care.	

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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.

Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school or early years setting.

Implements speech and language development activities, physical development activities and mobility activities.

Shares with the teacher, colleagues and supporting professionals, issues of concern and positive feedback about the pupil's welfare and achievements.

Knowledge, Skill and Experience Required:

- Communication skills
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, and in pupil personal care routines, following recognised procedures.
- Knowledge and experience of working within a Foundation stage environment

Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers and other professionals 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.
- Adapts provision based on the needs and interests of the pupils.

Decision Making:

- 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
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupil attempts to communicate needs
- Communicates information effectively to teachers and other professionals whenever the need arises

Contacts and Relationships:

Teachers

- Contributes to their planning, teaching and assessing the curriculum – daily

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Pupils

- Enables access to the planned curriculum and meets personal and social needs – daily

Leadership group of the school

- Takes part in departmental or whole school meetings

Other staff

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors

Other Professionals

- Provides information about pupil progress, strategies and issues

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 working with small children, sits on and gets up from low chairs and low tables.

May be involved in physical interventions with pupils, following LA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures 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.

Work Context:

At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

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At risk of injury from moving and handling pupils and caring for and working with small children.

At risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene

At risk of infection when dealing with unwell children.

Position in Organisation:

Indicate how many staff the post is directly accountable for: None

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POST NUMBER S2907612 JOB TITLE Teaching Assistant Level 2 HOURS PER WEEK 28 hours per week term time only

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	Experience of working with children in a paid or voluntary capacity Experience of working with children under 7 years old Experience of pupils with additional SEND needs	1. Experience of working with primary aged children Experience of working with children in foundations stage 1 (Nursery)	Application form
EDUCATION, TRAINING AND QUALIFICATIONS	GCSE or equivalent Maths and English, level C or above Childcare qualification (e.g. Cache L2 or equivalent) Some evidence of specialist training in areas of SEN or willingness to be trained.	Training in delivery of specific learning programmes and/or knowledge of behaviour strategies such as positive solutions.	Application form/certificates

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SKILLS AND KNOWLEDGE	1. Literacy skills 2. Numeracy skills 3. Communication skills 4. Time management & organisational skills 5. Knowledge of child development 6. Knowledge of strategies which promote good behaviour and discipline 7. Knowledge of foundation stage curriculum 8. Knowledge of development matters age and stage of development 9. ICT Competency 10. Ability to maintain confidentiality and uphold professional standards 11. Knowledge of Keeping children Safe in Education	Safeguarding Level 1 Training	Application & Interview References
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	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	1. Reliability 2. Honesty 3. Sense of Humour 4. Resilience 5. Good communicator 6. Flexible	Willingness to contribute to wider school events fundraising activities	Interview References
WORKING ARRANGEMENTS	Classroom and playground based		Interview

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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:	_____