



Academy:	Kentmere Academy
Section:	Associate Staff
Location:	Kentmere Ave, Smallbridge, Rochdale, OL12 9EE
Job Title:	Teaching Assistant Level 2
Grade:	Grade 3; pt 5-6
Responsible to:	Head of School
Responsible for:	As directed by the Headteacher/Associate Headteacher/ Deputy Headteacher
Hours of Duty:	36.25 hrs per week; Term Time Only (192 days)
Special Conditions of Service:	<ul style="list-style-type: none">• All posts require enhanced DBS clearance prior to appointment.• Requirement to undertake First Aid Training and provide first aid cover as necessary.• 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.• Able to travel to any primary setting within the Watergrove Trust• The ability to converse at ease with customers and service users and provide advice in accurate spoken English.

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



Organisational Chart:

Headteacher
Associate Headteacher
Deputy Headteacher
SLT
Classroom Teacher/ <i>Teaching Assistant</i>

PURPOSE AND OBJECTIVES OF THE JOB

Act as a responsible adult to champion an inclusive environment where all pupils, including those with SEND, feel safe, valued, and supported. You will assist with classroom management, personal care and the adaptation of resources to actively remove barriers to learning. Working collaboratively, you will empower learners to build independence, make academic progress, and thrive in their personal development.

CONTROL OF RESOURCES

Personnel

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

Safeguarding

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

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.

To adhere to all rules and regulations relating to the use of ICT, e-mail and intranet / internet access.

Teaching resources including audio visual and computer equipment.



Health/Safety/Welfare

Responsible for the health, safety and welfare of self and colleagues in accordance with School's Health & Safety policies and procedures and current legislation.

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.

Relationships (Internal and External)

Internal:

1. School staff
2. Users of the before and after school provision
3. Volunteers
4. Pupils
5. Governors

External:

1. Parents/Carers
2. Staff in other schools and within the Watergrove Trust & LA
3. Suppliers of equipment and services
4. External Agencies

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 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 Trust's Equality and Diversity 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 outlined in the Level 1 job description.

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 children
- encouraging children's positive behaviour

2. Provide support for learning activities by:

- supporting the implementation of SEND learning strategies
- 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 children physically, emotionally and socially
- contributing to children's communication and intellectual development
- contributing to planning to meet children'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 ICT resources for use in teaching and learning
- supporting students' learning through the use of ICT



- 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 child 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 students, 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 Headteacher (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.

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.

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

Job Description prepared by: _____ Date: _____



Agreed by Postholder: _____

Date: _____

Please see below for person specification

**Watergrove Trust
Person Specification**

Academy :	Kentmere Academy	Post:	Teaching Assistant Level 2
Section :	Associate Staff	Scale:	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 C Check certificates A Assessment
Qualifications		
To possess minimum GCSE English and Mathematics at Grade A*- C, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics, or equivalent	E	AF/C
Additional related qualifications	D	AF,/C
Skills, Experience & Ability		
Importance of safeguarding/child protection when working in academy setting	E	AF/I
Has experience of working with Children	E	AF/I
Has experience of working as a Teaching Assistant and with children with SEND	D	AF/I
Knowledge of the practical application of special educational needs strategies	D	AF/I



Awareness and understanding of a range of integration and inclusion strategies	D	AF/I
Awareness of codes of practice and information or instructions in place for children with disabilities and special educational needs	D	AF/I
Awareness of assessment and intervention framework for children with special educational needs	D	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
Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for his/her age, needs and abilities	E	AF/I
Working with and/or caring for young people	D	AF/I
An understanding of Primary 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. Able to adapt activities and experiences to enable a child or young person to take part, feeding back on progress to the child, other adults and family as required	E	AF/I
Importance of safeguarding/child protection when working in an academy setting	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 children	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.	E	AF/I



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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: <ul style="list-style-type: none"> • 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
Able to travel any primary setting within the Watergrove Trust	E	AF/I
The ability to converse at ease with customers and service users and provide advice in accurate spoken English	E	AF/I

