

Grading Job Description and Employee Specification

<u>Job title:</u> Teaching Assistant L2	<u>Service area:</u>
<u>Post number:</u>	<u>Division:</u>
<u>Grade:</u> G4	<u>Section/team:</u>
<u>Overall purpose of job:</u>	
<p>To assist in the planning, teaching and assessing the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher.</p>	
<p>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.</p>	
<u>Main Responsibilities:</u>	
<p>Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.</p>	
<p>Assists with general administration and supports the development of intervention programmes, including creating learning materials.</p>	
<p>Contributes to the development, implementation and evaluation of individual support programmes that are designed by leaders.</p>	
<p>Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school or early years setting.</p>	
<p>Supervises pupils, individual and in groups, in planned activities, in accordance with instructions/directions.</p>	
<p>Supervises pupils in small group or one to one learning activities in school away from the main teaching area, following appropriate risk assessment.</p>	
<p>Help 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.</p>	
<p>Implements speech and language development activities, physical development activities,</p>	

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learning development activities and programmes designed to support emotional growth as directed by leaders.

Administers medication following clearly defined LEA/school procedures and follows basic first aid procedures as necessary.

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

Knowledge, skill and experience:

- Communication skills, including facility with visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills - GCSE English and Maths Grade C or equivalent
- ICT capability
- Knowledge of strategies which promote good behaviour and discipline

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, other professionals and parents 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.
- Can deliver planned programmes in a fun and engaging way.

Contacts and relationships:

Teachers

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

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 –as required

Other staff

Works in collaboration with teachers, other teaching assistants, dinner supervisory assistants, senior midday supervisors – daily

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Other Professionals

Provides information about pupil progress, strategies and issues, (e.g. to leaders, class teachers, therapists, nurses, specialist teachers) and implements joint recommendations – as required

Parents

Shares information about group activities and pupil progress – regularly
Shares information about pupil progress with inclusion programmes – daily

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, other professionals and parents whenever the need arises
- Can risk assess an activity and record safety points

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.

Working conditions:

Works in classrooms and other learning spaces for most part of school day.

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 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:

Are posts in more than one location? Yes No

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure? Yes No

Please indicate which post(s) _____

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

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POST NUMBER _____ JOB TITLE Teaching Assistant Level 2 HOURS PER WEEK _____

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	Experience of working with children in a paid or voluntary capacity	<ol style="list-style-type: none"> 1. Experience of working with primary aged children 2. Experience of working with children with Emotional and Behavioural Difficulties 	Application form
EDUCATION, TRAINING AND QUALIFICATIONS	<ol style="list-style-type: none"> 1. GCSE or equivalent Maths and English, level C or above 	<ol style="list-style-type: none"> 1. Teaching Assistant level 2 qualification 2. Safe Handling Certificate 3. First Aid training 	Application form/certificates
SKILLS AND KNOWLEDGE	<ol style="list-style-type: none"> 1. Knowledge of Child Protection and safeguarding procedures applicable to working in schools. 2. Some knowledge of the primary Curriculum 3. Knowledge of strategies which promote good 	<ol style="list-style-type: none"> 1. Understanding of SEN and the principles of inclusion 2. Understanding of Restorative Practice 	Application & Interview References

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	behaviour and discipline		
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	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	<ol style="list-style-type: none"> 1. Commitment to and awareness of personal responsibility for safeguarding of pupils 2. Values and respects the views and needs of children 3. Sensitivity and when dealing with challenging behaviour 4. Ability to work calmly under pressure 5. Ability to maintain confidentiality 6. Respects and values equality of opportunity and values diversity 		Interview References
WORKING ARRANGEMENTS	<ol style="list-style-type: none"> 1. Professional 2. Well organised and able to manage time efficiently 3. Reliable and hard working 		References Interview

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	4. Able to use own initiative to develop professional skills 5. Able to work effectively as part of a team 6. Flexible approach		
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The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes**
- Political restriction **Yes** **No**
- The ability to speak fluent English under the Immigration Act 2016 **Yes**

Employee:

(signed) _____ (print) _____ Date: _____

Manager:

(signed) _____ (print) _____ Date: _____