

Job: Teaching Assistant Level 2

Pay range: Grade 4

Responsible to: Class teacher, SLT and Head Teacher

OVERALL PURPOSE OF THE JOB

- ♦ To assistant in the planning, teaching and assessing the differentiated curriculum and support programmes.
- ♦ To develop, implement and evaluate individual education / behaviour / healthcare plans, under the general direction of the teacher.
- ♦ To assist the teacher in the management of pupils and the classroom.
- ♦ Work may be carried out in the classrooms or outside the main teaching areas.

MAIN RESPONSIBILITIES

Support for pupils

- ♦ Supervise and provide particular support for pupils, in small group or one to one learning, particularly those with special needs, ensuring their safety and access to learning activities.
- ♦ Supervise pupils in planned activities when the teacher is temporarily absent or during PPA, in accordance with directions.
- ♦ Assistant with the development and implementation of individual education / behaviour / healthcare plans and programs.
- ♦ Assist children with personal self-care.
- ♦ Establish constructive relationships with pupils and interact with them individually.
- ♦ Promote the inclusion and acceptance of all pupils.
- ♦ Encourage pupils to interact with others and engage in activities led by the teacher.
- ♦ Set challenging and demanding expectations and promote self-esteem and independence.
- ♦ Provide feedback to pupils in relation to progress and achievement.
- ♦ Help promote pupil good behaviour and discipline through adherence to the school Behaviour Policy, positive interactions and participating fully in strategies agreed as part of a behaviour plan, including physical interventions.
- ♦ Administer medication following the school policy and medication plans and follows basic first aid procedures as necessary.

Support for teachers

- ♦ Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- ♦ To assist with the display of pupil's work.
- ♦ Monitor pupils' responses to learning activities and accurately record achievement / progress as directed.
- ♦ Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems, etc.
- ♦ Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school policy and encourage children to take responsibility for their own behaviour.
- ♦ Administer routine tests and invigilate exams/tests and undertake routine marking of children's work following the feedback policy.
- ♦ Assist with general administration and support classroom management, including creating learning materials.

Support for the curriculum

- ♦ Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- ♦ Undertake programmes linked to local and national learning strategies and programs, recording achievement and progress and feeding back to the teacher.
- ♦ Support the use of computing in learning activities and develop pupils' competence and independence in its use.
- ♦ Prepare, maintain, use and clear away equipment / resources required to meet the lesson activities and assist children in their use.

Support for school

- ♦ Be aware of and comply with all policies and procedures (including safeguarding, health and safety, security, confidentiality and data protection), reporting all concerns to a member of the senior leadership team.
- ♦ Be aware and support difference and inclusion, and ensure all pupils have equal access to opportunities to learn and develop.
- ♦ Contribute to the overall ethos, work and aims of the school.
- ♦ Appreciate and support the role of other professionals.
- ♦ Attend and participate in relevant meetings and reviews as required.
- ♦ Participate in training and other learning activities and performance development as required.
- ♦ Supervise pupils at playtimes, at times of transition between lessons and activities, and on arrival at school and before departure.
- ♦ Establish constructive relationships with parents and carers to foster links between home and school.
- ♦ Accompany teaching staff and pupils in visits and trips as required and take responsibility for a group under the supervision of the teacher.
- ♦ Set a good example in terms of dress, punctuality and attendance.

General duties

- ♦ 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.

KNOWLEDGE, SKILLS AND EXPERIENCE REQUIRED

- ♦ Communication skills, including facility with visual communication systems.
- ♦ Time management and organisational skills.
- ♦ English and maths skills.
- ♦ Computing 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, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, following recognised procedures.

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 plans by recommending changes in targets or provision to the teacher.

DECISION MAKING

- ♦ Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks to 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.

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 some lessons but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running.
- ♦ When working with small children, sits on and gets up from low chairs and tables and the floor.
- ♦ May be involved in physical interventions with pupils, following Team Teach techniques.
- ♦ Moves and handles pupils with physical disabilities and medical needs, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

WORKING CONDITIONS

- ♦ Works in classrooms which can be warm and pupils can be noisy.
- ♦ Involved in outside activities 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 may behave aggressively.
- ♦ At risk of injury from moving and handling pupils with physical disabilities 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.

Teaching Assistant Job Specification

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	1. Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity. 2. Experience in the use of ICT.	1. Experience of supporting children with SEND	Application form Interview
EDUCATION, TRAINING AND QUALIFICATIONS	1. TA 2 Qualification NVQ in Learning Support or other appropriate qualification.	1. GCSE/O Level equivalent in English and Mathematics. 2. Recent Positive handling training. 3. Qualifications in understanding /supporting children with neurodiversity	Application form/certificate
SKILLS AND KNOWLEDGE	1. Good literacy skills. 2. Good numeracy skills. 3. Good communication skills. 4. Good time management & organisational skills. 5. Knowledge of child development & children's personal development needs. 6. Knowledge of the implications of common disabilities in children for teaching & learning at school and for families of pupils. 7. Knowledge of strategies which promote good behaviour & discipline, including positive handling. 8. Ability to maintain necessary levels of confidentiality.		Application form Interview
PERSONAL QUALITIES	1. Ability to work in conjunction with class teacher with a child in potentially disruptive situations. 2. Willingness to undertake training. 3. Good interpersonal skills and ability to be flexible.	Sense of humour.	Interview
WORKING ARRANGEMENTS	1. Ability to participate fully in planned physical interventions, in pupil personal care routines and in lifting, moving & handling pupils with physical disabilities safely following recognised procedures.		Interview

THE POST IS SUBJECT TO:

DISCLOSURE OF CONVICTIONS UNDER THE REHABILITATION OF OFFENDERS (EXEMPTION) ACT 1975.

YES

THE LEVEL OF DISCLOSURE FOR THIS POST IS:

- ☐ BASIC DISCLOSURE - convictions not spent
- ☐ STANDARD DISCLOSURE - for posts with children, young people, elderly, sick or disabled, administration of the law
- ☒ **ENHANCED DISCLOSURE - standard disclosure plus regular care, training, supervising young people**

IS THE POST POLITICALLY RESTRICTED? YES ☐ NO ☒