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| **Job Description** |

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| Job Details | |
| **School Name** | Turton School |
| **Job Title** | Teaching Assistant Level 2 |
| **Grade** | Grade D, SCP 6 - 11 |
| **Primary Purpose of Job** | To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Supporting pupils learning may be carried out in classrooms or outside the main teaching area. |
| **Responsible to** | SEND Management Team |
| **Responsible for** | No Management Responsibilities |
| **Principal Responsibilities** | To work under the instruction/guidance of the SEND Management Team to undertake work/care/support programmes in support of the teacher/SENDCO/TA4. |

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| Main Duties | |
|  | Supervise and provide particular support for pupils, primarily those with SEND, ensuring their safety and access to learning activities. |
|  | Assist with the development and implementation of Learning Passports, EHCP outcomes and Personal Care Programmes. |
|  | Establish constructive relationships with pupils and interact with them according to individual needs. |
|  | Deliver interventions in one to one sessions or small groups of pupils under direction of the SEND Management Team /TA L4. |
|  | Encourage pupils to interact with others and engage in activities led by the teacher. |
|  | Have high expectations of pupils and promote self-esteem and independence. |
|  | Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/SEND Management Team/TA4. |
|  | To provide personal care duties for pupils following provision of relevant training. |
|  | Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. |
|  | Provide detailed and regular feedback to teacher/SEND Management Team/TA4 on pupils’ achievement, progress, concerns etc. |
|  | Establish constructive relationships with parents/carers. |
|  | Administer routine tests and invigilate exams and undertake routine marking of pupils’ work. |
|  | Provide clerical/admin support e.g. photocopying, typing, filing, administer coursework etc. |
|  | Undertake programmes linked to local and national learning strategies e.g. literacy, SEAL, numeracy, recording achievement and progress and feeding back to the teacher/SEND Management Team/TA4. |
|  | Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. |
|  | Assist with the supervision of pupils out of lesson times (including before and after school and at break/lunchtime where this is a defined requirement of the role). |
|  | Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher/SEND Management Team/TA4. |
|  | Be aware of learning objectives and outcomes as detailed in pupils’ EHCPs. |
|  | Other relevant duties commensurate with the grade of the role. |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control | |
| **Job Description prepared by:** | A Davidson & J Bach |
| **Job Description updated:** | 14 December 2023 |

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| Person Specification | |

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## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | | Method of Assessment |
|  | Understanding of relevant polices/codes of practice and awareness of relevant legislation. | Application form / Interview |
|  | General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. | Application form / Interview |
|  | Basic understanding of child development and learning. | Application form / Interview |
|  | Ability to self-evaluate learning needs and actively seek learning opportunities. | Application form / Interview |
|  | Shows commitment to training on departmental and whole school issues. | Application form / Interview |
|  | Ability to relate well to children and adults. | Application form / Interview |
|  | Ability to get the best out of children. | Application form / Interview |
|  | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | Application form / Interview |
|  | Tact and diplomacy in all interpersonal relationships with public, pupils and colleagues at work. | Application form / Interview |
|  | Self-motivation and personal drive to complete tasks to required timescales and quality standards. | Application form / Interview |
|  | Flexibility to adapt to changing workload demand and new school challenges. | Application form / Interview |
|  | Personal commitment to ensure provision of support is equally accessible and appropriate to meet the diverse needs of pupils. | Application form / Interview |
|  | Effective use of ICT to support learning. | Application form / Interview |
|  | Competencies Please note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | | Method of Assessment |
|  | Working with or caring for children of relevant age. | Application form / Interview |
|  | Good numeracy/literacy skills. | Application form / Interview |
|  | NVQ 2 for Teaching Assistants or equivalent qualifications or experience. | Application form / Interview |
|  | Training in the relevant learning strategies e.g. literacy. | Application form / Interview |

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| Version Control | |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** | 14 December 2023 |

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Code of Conduct**

Sets out behavioural expectations for employees towards colleagues, managers and the wider school. It emphasises open communication, professionalism, respect, and adherence to laws.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.