

Job title: Teaching Assistant 2

Department: Children & Adults

Service: Schools

Grade: GLPC - D

Job Evaluation ID: JE1000003369

1 Job purpose

- To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses under the overall management and guidance of the class teacher.
- To work independently in accordance within guidelines in order to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process.

2 Principal duties and responsibilities

The following duties and responsibilities are developed from the Supporting Teaching and Learning National Occupational standards (STL NOS)

KEY DUTIES

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Provide support to individuals and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise. (STL33)
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress. (STL40)
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour. (STL37)
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate. (STL 60)

SUPPORT FOR THE PUPIL

- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. (STL18)
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate. (STL3)
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by

ensuring a safe environment, and following policies & procedures at all times. (STL3)

- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas. (STL20)
- Assist with the personal and intimate care of pupils. (STL3)

SUPPORT FOR THE TEACHER

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate. (STL24)
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school. (STL18)
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary. (STL31)
- Escort and supervise pupils on educational visits and out of school activities. (STL 59)

SUPPORT FOR THE CURRICULUM

- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate. (STL6)
- Prepare and effectively use ICT within the classroom environment to support and promote pupils' learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities. (STL8)

SUPPORT FOR THE SCHOOL

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning. (STL62)
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner. (STL49)
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities. (STL1)
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times. (STL 55)

N.B. The STLs in this job description are relevant to the core duties and responsibilities of a Teaching Assistant at this level. These may be used in conjunction with the full range of National Occupational Standards for Supporting Teaching and Learning in Schools at Level 3 which also includes further details of the performance elements attached to the standards listed.

3 All staff are expected to maintain high standards of customer care in the context of the City council's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

4 This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

5 Numbers and grades of any staff supervised by the post holder: none

6 Post holder's immediate supervisor:
Teaching Assistant 4 if post in school or Head teacher.



Person specification

Job title: Teaching Assistant 2

Department: Schools

Grade: GLPC - D

Job Evaluation ID: JE1000003369

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
Knowledge	Hold a recognised qualification as listed below		✓			✓
	Knowledge and understanding of the statutory framework in subject areas and phases supported.		✓		✓	
	Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning.		✓		✓	
	Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities.		✓	✓	✓	
	Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.		✓		✓	
	Knowledge of stages of child development and individual needs.		✓		✓	
	Knowledge of appropriate behaviour management practices.		✓		✓	
	Knowledge of Health and Safety policies and procedures contribute to the maintenance of pupil safety and security.		✓		✓	
	Knowledge of safeguarding procedures and protocol.		✓		✓	
Skills/Abilities Interpersonal	Understanding and awareness of individual needs and ability to adjust communication methods accordingly.		✓	✓		
	Developed communication skills, both orally and in writing			✓		
	Ability to contribute to the management of pupil behaviour			✓	✓	
	Ability to establish positive relationships with pupils, families and colleagues.		✓	✓	✓	

Skills/Abilities Other	Awareness of techniques necessary to support individual learning needs and development.		✓		✓	
	Initiative in dealing with day to day issues			✓	✓	
	Ability to contribute to the planning and delivery of learning activities		✓		✓	
	Skills to support the effective use of ICT in the classroom.		✓		✓	
	Ability to organise classroom resources		✓			
	Contribute to maintaining pupil records.		✓			
Relevant experience	Experience of working within an education setting or equivalent.		✓	✓	✓	
	Direct experience of working with pupils to raise attainment through personal intervention		✓		✓	
	Proven experience of working with children and young people, including children with individual needs and from a range of backgrounds.		✓		✓	
	Innovative use of resources and materials including ICT software and equipment			✓	✓	✓
	Relevant experience of building positive relationships with all stakeholders.		✓	✓	✓	
	Understanding the role of parents/carers and the wider community in education		✓		✓	
Work to promote mutual respect and good relations	Commitment to inclusive education		✓		✓	
	The desire to create a working culture which values creativity and openness and is sensitive to individual needs		✓		✓	
Work Related Circumstances	Be willing to undertake training and development, as necessary, in order to enhance service delivery				✓	

P: Pre-application **A:** Application **T:** Test **I:** Interview **D:** Documentary evidence

Teaching Assistant Qualifications

Current qualifications as of April 2014

Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)

Level 3 NVQ Supporting Teaching and Learning (STL)

Level 3 NVQ Childcare Learning and Development (CCLD)

Level 3 CACHE Diploma in Childcare and Education

Open University Certificate in Early Years Practice

Relevant Foundation Degree (relating to childcare and education)

QTS

Relevant degree in education studies accompanied by demonstrated practical experience as detailed in the person specification above.

Past qualifications still accepted

National Nursery Nursing Board Award (NNEB)

BTEC National Learning Support

Children's Care and Education Diploma (CCE)

NVQ Level 3 in Early Years and Childcare

NVQ Level 3 Caring for Children and Young People

Open University Specialist Teaching Assistant Certificate (STAC)

Specialist Teaching Assistant Award (STA)

City and Guilds Certificate in Learning Support combined with NCFE

3563 Special Needs Assistant Qualification

NVQ3 Teaching Assistant

Prepared by/author: NCC

Date: 30 April 2014