



JOB DESCRIPTION

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| Job Title | Generalist Teaching Assistant (Level 2) | |
| Reporting to (job title) | Head of School | |
| Evaluated Grade | C | |

JOB PURPOSE INCLUDING MAIN DUTIES AND RESPONSIBILITIES:

To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

MAIN DUTIES AND RESPONSIBILITIES:

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils' work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals

- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS2, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school and trust by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop

- Contributing to the overall ethos/work/aims of the school/ trust
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

This document outlines the duties for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and the duties may be varied from time to time which do not change the general character to the job or the level of responsibility entailed.

PERSON SPECIFICATION:

| Attribute | Essential | Desirable |
|---------------------------|---|---|
| Management of people | N/a | |
| Experience | <ul style="list-style-type: none"> ○ Working with or caring for children of relevant age, and/or completion of relevant training and qualifications. | <ul style="list-style-type: none"> ○ Experience of Attachment Based Mentoring, a Trauma Informed Approach or working with pupils with complex social needs |
| Practical Skills | <ul style="list-style-type: none"> ○ Ability to relate well to children and adults | <ul style="list-style-type: none"> ○ |
| Communication | <ul style="list-style-type: none"> ○ Ability to fulfil all spoken aspects of the role with confidence and fluency in English | <ul style="list-style-type: none"> ○ |
| Personal Qualities | <ul style="list-style-type: none"> ○ Able to work effectively in a team | <ul style="list-style-type: none"> ○ |
| Strategic Thinking | <ul style="list-style-type: none"> ○ | <ul style="list-style-type: none"> ○ |
| Technology / IT Skills | <ul style="list-style-type: none"> ○ Ability to use technology to a basic level- e.g. Computer, video, photocopier etc. | <ul style="list-style-type: none"> ○ |
| Education and Training | <ul style="list-style-type: none"> ○ Good numeracy and literacy skills. ○ Requirement to participate in training/development as/when identified by line manager as essential for performance of the post. ○ Willingness to participate in other development and training opportunities | <ul style="list-style-type: none"> ○ |
| Professional Registration | N/a | |
| Equal Opportunities | TEAM Multi-Academy Trust and its staff seek to eliminate discrimination, advance equality and foster good relations. | |
| Physical | Able to carry out the duties of the post with reasonable adjustments where necessary | |