



TEACHING ASSISTANT INFANTS



Job Description and Person Specification-Teaching Assistant (Level 2) for Classroom Support

Job Title: Teaching Assistant

Job Grade: Level 2

Reporting to: Head of School

Purpose

- a teaching assistant providing support to individual pupil(s) with emotional/learning needs within a mainstream school
- support the classroom teacher with their responsibility for the development and education of all pupils
- assist in the development of pupils' learning, the provision of care and the effective delivery of interventions under the direction of teaching staff/senior colleagues
- cover teacher release time for 2.5 hours per week

Key accountabilities

- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required
- Teach whole class sessions for 2.5 hours per week
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- 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 under guidance of the teacher
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the preparation of learning activities
- Report pupils' responses to learning activities and record achievement/progress, as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers, referring any difficult or contentious issues as appropriate
- Assist with the administration and invigilation of routine tests
- Support teaching /senior staff with routine administration, such as such as photocopying, typing, filing, collecting money and administration of coursework
- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses

- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans or relevant learning activity and assist pupils in their use
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development, as required
- Assist with the supervision of pupils out of lesson times, as appropriate
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Assist with special events, such as School Concerts, Plays, Parents' / Carers' evenings

Knowledge, training and experience

- Educated to GCSE Grade A-C in English and Mathematics or equivalent
- Likely to have experience of working or volunteering as a Level 1 Teaching Assistant or a similar role
- Working at the National Occupational Standards (NOS) in Supporting Teaching & Learning – Level 2 (or equivalent)
- NVQ 2 in Supporting Teaching in Learning and may be working towards NVQ 3
- Understanding of the national curriculum and relevant school policies
- Basic IT skills, such as Internet browsing and accessing Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans
- Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour and positive handling
- Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to delivery any special interventions that are required
- May undertake training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach
- Teach whole class sessions with guidance from the class teacher

Planning, organising and controlling skills

- Work under the supervision of a teacher within learning environment with teacher present but sometimes outside of a classroom
- Carry out a range of duties that are specific in nature, for example preparing the classroom or resources for an activity, recording basic pupil data, displaying pupils' work
- Occasionally plan lessons to be delivered to the whole class
- Implement planned learning activities and teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Participate in planning and evaluating learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- May assist with the training of new or less experienced employees
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical

procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carer permission has been granted)

Communicating and influencing skills

- Provide routine information to colleagues, parents / carers within defined guidelines
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided
- May demonstrate own duties to new staff

Initiative and innovation skills

- Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within learning environment with teacher present
- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, confidentiality and data protection
- Use initiative and make decisions to:
- Attend to pupils' personal, social and welfare needs, as appropriate
- Assist in the development of Education, Health and Care Plans and other support plans for pupils
- Provide the teacher with feedback on pupil progress, achievements and problems and provide feedback to pupils in relation to attainment and progress
- Support the teacher in managing pupil behaviour
- Carry out structured and agreed learning activities and teaching programmes, amending approach according to pupil progress
- Carry out programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
- Assist with organising and supporting school medical visits, educational visits and special events

Physical effort

- An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height
- Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays
- May use positive handling in accordance with school policy and after appropriate training
- May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting equipment
- May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist

Work environment

- Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions
- Occasionally assist pupils to change out of soiled clothing
- May need to attend to a range of personal care, hygiene and medical needs; whilst this may be on a daily basis and sometimes several time a day, it is unlikely to be continuous throughout the day
- May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts
- May occasionally be exposed to challenging parents/carers and occasionally verbal abuse

Level 2 Teaching Assistant – Person Specification

| Specification | Essential | Desirable |
|---|-----------|-----------|
| Qualifications and Experience | | |
| Holding, or working towards, NVQ level 2 and/or relevant degree or other qualification relating to providing support for young people or equivalent knowledge and experience. | X | |
| Proven successful experience of working with children or young people in an educational, youth or Social services setting comparable and relevant to this position. | X | |
| Experience of undergoing staff appraisal | | X |
| Experience of strategies to promote equality of opportunity and a commitment to working within the Councils Equal Opportunities Policy with a willingness and ability to put them into practice | X | |
| Knowledge and Understanding | | |
| Knowledge and understanding of relevant legislation that impacts on the role (e.g. KCSIE) | X | |
| Knowledge in a specific area relating to supporting children/young people with barriers to learning | X | |
| Knowledge and understanding of children and young person's development | X | |
| Knowledge and understanding of the EYFS/National Curriculum and interventions | X | |
| Awareness and understanding of issues relating to equality of access and opportunity. | X | |
| Willingness/commitment to undertake regular/appropriate training, for example safeguarding, Team Teach, conflict resolution, restorative justice, first aid | X | |
| Excellent knowledge of safeguarding procedures and requirements | X | |
| Knowledge and Understanding of the SEN Code of Practice | X | |
| Knowledge and understanding of contributing factors to children's vulnerability | | |
| Knowledge of the use of performance data to improve outcomes for pupils. | | X |
| Personal and Professional Skills and Attributes | | |
| Ability to work effectively in a team and with individuals, institutions, multi-agencies and organisations, for example attend multi-agency meetings/working liaising with social workers, CAMHS, core meetings, "team around the child" meetings | X | |
| Provide a good role model to children and young people maintaining an approachable and professional manner in dealing with both adults, children and young people | X | |
| Ability to work with sensitivity and maintain confidentiality when working with children, families and carers, , for example dealing with bereaved families/children | X | |
| The ability to use good listening skills and be able to communicate effectively, verbally and in writing, with children, young people, their families/carers and a range of associated professionals. | X | |
| The ability to maintain appropriate professional boundaries in all contacts and support of pupils and their families/carers | X | |
| The ability to work within school policies, and statutory frameworks and guidance to provide supportive service to pupils, families, school and relevant outside agencies. | X | |
| Use of initiative in allocating work to colleagues and monitoring the quality of that work | X | |
| Be able to work flexibly as the demands of this role and the children's needs dictate. | X | |
| Willingness to meet regularly with the designated line manager to report on progress of referred pupils and other aspects relating to work | X | |

| | | |
|--|---|---|
| Use of initiative in developing and contributing to appropriate programmes to support individual or groups of pupils tailored according to need(s) | X | |
| An approachable person with good interpersonal skills | X | |
| Willingness to address challenging issues with clarity of purpose and diplomacy | X | |
| A Practising Christian | | X |
| Willingness to use Team Teach (Positive Handling) in emergency or as part of an individual's provision | X | |
| Safety and Safeguarding | | |
| Use of initiative in maintaining the health, safety, protection and well-being of pupils throughout the mentoring process | X | |
| Will be required to undertake an enhanced DBS check | X | |