

Job Description

Teaching Assistant – Level 2, Grade 3

The post holder will report to the Special Educational Needs Co-Ordinator. Apart from other colleagues in the school, the main contacts of the job are: Headteacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of the SENDco and Phase Leader, provide support for specific pupils who require help to enable access to learning and to assist in the management of those pupils

Provide specialist support across the curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required

Main Duties

Support for pupils

1. To work with groups of children including the delivery of programmes of work and implementation of ILPs/EHCPs
2. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities
3. Give regular feedback on children's progress to the class teacher and file records
4. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters
5. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
6. Promote the inclusion and acceptance of all pupils
7. Encourage pupils to act independently as appropriate
8. To occasionally supervise whole classes as required

Support for Teachers

9. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies

10. Under the direction of the teacher prepare the classroom for lessons including display work and clear afterwards, as appropriate.
11. Undertake pupil record keeping and updating records, information and data, producing reports as required.
12. Assist in the development and implementation of behaviour management strategies.
13. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
14. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
15. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work

Support for the Curriculum

16. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the SENDco/teacher.
17. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
18. Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources.

Support for the School

19. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
20. Assist in maintaining high standards of health and safety at all times.
21. Maintain good relationships with colleagues and work together as a team.
22. Assist in the supervision of classroom and outdoor activities.
23. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
24. Contribute to the overall ethos/work/aims of the school.
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
26. Attend relevant meetings.

27. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the Teaching Assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

This job role includes regulated activity with children. We are fully committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share the same commitment and therefore the post will be subject to an enhanced DBS check, satisfactory references and will be exempt from the provision of the Rehabilitation of Offenders Act 1974.

Person Specification

Teaching Assistant – Level 2

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Completion of the Teaching Assistant Induction Programme

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Basic understanding of child development and learning

Willingness to undertake minor first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to an enhanced DBS (Disclosure and Barring Service) check.