

JOB DESCRIPTION FOR A TEACHING ASSISTANT (Level 2)

This job description will be reviewed annually and may be amended at any time following discussion between the Head Teacher and member of staff.

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide general support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teachers in the following:

Support to Teacher

- *Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.*
- *Support the teacher in the development and implementation of Individual Education/Behaviour Plans.*
- *Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.*
- *Support children with special educational needs in a group or on a 1:1 basis as required*
- *Provide support to pupils to achieve learning goals, e.g. guided reading.*
- *Assist the teacher with the planning of learning activities.*
- *Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.*
- *Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.*
- *Undertake appropriate basic admin tasks.*

Support to Pupils

- *Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹*
- *Encourage pupils to interact with others and engage in activities led by the teacher.*
- *Assist children in matters of personal needs and their general health including first aid and welfare matters.*
- *Support with intimate care needs in line with health care plans if appropriate*
- *Provide general support to pupils ensuring their safety, by complying with good H&S practice.*

Support to Curriculum

- *Assist the teacher in the preparation and development of agreed curriculum activities/materials.*
-

- To provide support in literacy/numeracy/SEN strategies
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.²
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.

Person specification

| ESSENTIAL CRITERIA | QUALITIES |
|------------------------------------|---|
| Qualifications and training | <ul style="list-style-type: none"> • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • Good numeracy/literacy skills. • Completion of DCSF Teacher Assistant Induction Programme. • First aid training as appropriate (e.g. emergency first aid course). |
| Experience | <ul style="list-style-type: none"> • Experience of working within a Primary school – supporting children's learning • Experience of running intervention groups |

| | |
|-----------------------------|--|
| Skills and knowledge | <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science and SEND. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning (clicker etc) • Willing to work towards NVQ Level 3 or recognised equivalent. |
| Personal qualities | <ul style="list-style-type: none"> • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills |
| DESIRABLE CRITERIA | <ul style="list-style-type: none"> • Experience of working within Key Stage 2 in a school • Experience of working with children with SEND needs • Little Wandle Phonics trained • Trained in emotional coaching/trauma informed practice |