

## **JOB DESCRIPTION**

**POST TITLE:** Teaching Assistant Level 2

**GRADE:** 7 (14-17)

**REPORTS TO:** Senior Leaders/Teaching Staff

**MAIN PURPOSE:** To work under the of teaching/senior staff, to undertake work/care/support programmes, to enable access to learning for pupils, including those with SEN and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

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### **TASKS:**

#### **SUPPORT FOR THE PUPIL:**

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Be aware of and implement Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- 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

#### **SUPPORT FOR 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
- Monitor 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
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers under teacher guidance

- Provide clerical/administrative support e.g. photocopying, typing, filing, money, administer coursework etc

**SUPPORT FOR THE CURRICULUM:**

- 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/relevant learning activity and assist pupils in their use

**SUPPORT FOR THE SCHOOL:**

- 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
- Be aware of and support difference and 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
- Assist with the supervision of pupils out of lesson times
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

Signed:

Date:

**PERSON SPECIFICATION**

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		<b>Essential</b>			<b>Desirable</b>	
<b>QUALIFICATIONS/ TRAINING</b>	<b>E1</b>	<ul style="list-style-type: none"> <li>Application completed to a good standard</li> </ul>	AF	<b>D1</b>	First Aid training or willingness to undertake appointed person certificate in First Aid <ul style="list-style-type: none"> <li>Child Protection training</li> <li>Training in phonics/reading</li> <li>Training in Special Educational Needs strategies</li> </ul>	AF/C
	<b>E2</b>	<ul style="list-style-type: none"> <li>NVQ Level 2 or equivalent qualification in relevant discipline</li> </ul>	AF/C			
	<b>E3</b>	<ul style="list-style-type: none"> <li>Willingness to participate in relevant training and development opportunities</li> </ul>	AF/I/R	<b>D2</b> <b>D3</b>		AF/I AF/C AF/C
<b>EXPERIENCE:</b>	<b>E4</b>	<ul style="list-style-type: none"> <li>Recent and relevant experience of working with and/or caring for children within a specified age range/subject area, preferably within an education setting</li> </ul>	AF/I	<b>D4</b>	<ul style="list-style-type: none"> <li>Experience of working in a school environment</li> </ul>	AF/I/R
	<b>E5</b>	<ul style="list-style-type: none"> <li>Experience of delivering learning intervention activities</li> </ul>	AF/I/R			

<b>SKILLS/KNOWLEDGE:</b>	<b>E6</b>	<ul style="list-style-type: none"> <li>Ability to relate well to children and adults</li> <li>Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> <li>Ability to build effective working relationships with all pupils and colleagues</li> </ul>	AF/I/R	<b>D5</b>	<ul style="list-style-type: none"> <li>Relevant knowledge of First Aid</li> <li>Knowledge of Child Protection</li> </ul>	AF/C/R	
	<b>E7</b>		AF/I/R			<b>D6</b>	AF/I/C
	<b>E8</b>		AF/I/R			<b>D7</b>	Understanding of basic technology – computer, video, photocopier etc AF/C/I/

	<b>E9</b>	<ul style="list-style-type: none"> <li>Ability to promote a positive ethos and role model positive attributes</li> <li>Ability to work with children at all levels regardless of specific individual needs</li> <li>General understanding of national curriculum and other learning programmes/strategies/interventions</li> <li>Experience of resources preparation to support learning programmes</li> <li>Effective use of ICT to support learning</li> <li>Good communication skills</li> <li>Good numeracy and literacy skills</li> <li>Be able to maintain confidentiality</li> <li>Good listening skills</li> <li>The ability to manage behaviour of children in a positive and supportive manner</li> <li>General awareness of inclusion, especially within a school setting</li> </ul>	I/R			
	<b>E10</b>		AF/I/R			
	<b>E11</b>		AF/I/R			
	<b>E12</b>		AF/I/R			
	<b>E13</b>		AF/I/R			
	<b>E14</b>		AF/I			
	<b>E15</b>		AF/C/R			
	<b>E16</b>		AF/R			
	<b>E17</b>		I/R			
	<b>E18</b>	AF/I/R				
	<b>E19</b>	AF/I/R				

<b>PERSONAL AND PROFESSIONAL ATTRIBUTES:</b>	<b>E20</b>	• Friendly, approachable and professional manner	I/R		
	<b>E21</b>	• Calm approach	I/R		
	<b>E22</b>	• Willingness to support the ethos, vision and aims of the school	AF/I		
	<b>E23</b>	• A commitment to working as part of the whole school team	AF/I/		
	<b>E24</b>	• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	AF/I/R		
	<b>E25</b>	• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	AF/I/R		
	<b>E26</b>	• Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	I/R		
	<b>E27</b>	• Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	R		
	<b>E28</b>	• Able to improve their own practice through observations, evaluation and discussion with colleagues.	R		

Key Stage Identified

AF	Application Form	P	Presentation
C	Certificates	I	Interview
D	Disclosure	R	References

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory pre-employment checks including references and DBS.

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