

Teaching Assistant - Level 2

Job Description

PURPOSE OF THE ROLE

Purpose and Objectives of Post:

To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR THE PUPIL

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

SUPPORT FOR THE TEACHER

- Provide clerical/administration support (eg photocopying)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, use strategies to support pupils to achieve learning goals.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils responses to learning activities and accurately record pupil achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc
- Administer routine primary tests and invigilate exams and undertake routine marking of pupils work
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Undertake programmes linked to local and national learning strategies eg. literacy, numeracy, recording achievements 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/relevant learning activity and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of directed lesson time, including lunchtime.
- 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 a teacher.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Person Specification

CRITERIA

Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL

- NVQ 2 in Teaching Assistance or equivalent qualification or experience of working with/caring for children within specified age range/subject area with recent experience of working in a school.
- Training in relevant learning strategies
- Ability to work effectively within a team environment, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to work with children at all levels regardless of specific individual need
- Good personal numeracy and literacy skills

CRITERIA

Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL

- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- General awareness of inclusion especially within a school setting.
- Experience of resources preparation to support learning programmes
- Effective use of ICT to support learning
- Relevant experience of working with and/or caring for children (within a specified age range or subject area) within an educational setting.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners
- Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work
- Able to improve their own practice through observations, evaluation and discussion with colleagues
- Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
- Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning
- Willingness to participate in relevant training and development opportunities

- Employees of the school have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.