Job Description	
Post:	Teaching Assistant – Level 2
Pay Scale:	Grade 3 (SCP) 5-6
Responsible to:	Headteacher
Main Location:	School based

Main Duties

It is expected at Level 2 that the postholder will work under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1 job description.

Support for the Teacher

Provide support for learning activities by:

- observe and report on pupil performance to inform the teacher's assessment and planning.
- supporting the teacher in planning learning activities.
- supporting the delivery of learning activities.
- supporting the teacher in the evaluation of learning activities.
- setting up, maintaining and dismantling displays.
- escort and supervise pupils on educational visits and out-of-school activities.

Support for Pupils

Help to keep children safe by:

- preparing and maintaining a safe and hygienic environment.
- dealing with accidents, emergencies, and illness.
- supporting the safeguarding of children.
- encouraging children's positive behaviour.

Provide support for learning activities by:

- supporting the teacher in planning learning activities.
- supporting the delivery of learning activities.
- supporting the teacher in the evaluation of learning activities.
- promoting independence.

Support children's development by:

- contributing to the development of children physically, emotionally and socially and the associated skills.
- contributing to children's communication and intellectual development.
- contributing to planning to meet children's development needs.

Support literacy and numeracy development by:

- supporting pupils to develop their reading, writing skills, speaking/talking and listening skills.
- supporting pupils to develop numeracy skills and to use and apply mathematics.

Support the use of information and communication technology for teaching and learning by:

- preparing and supporting the use of ICT resources for use in teaching and learning.

Support children's play and learning by:

- participating in activities to encourage communication and language.
- providing opportunities for children's drama and imaginative play
- encouraging and supporting children to be creative in physical play
- creating a range of play opportunities to children
- supporting children's rights and choices in play
- encouraging children to explore and investigate.

Contribute to supporting bilingual/multilingual pupils by:

- contributing to the development of skills of bilingual/multilingual pupils in the target language.
- supporting bilingual/multilingual pupils during learning activities.

Support a child with disabilities or special educational needs by:

- providing care and encouragement.
- providing support to help the child to participate in activities and experiences.
- supporting the child and family according to the procedures of the setting
- contributing to moving and handling individuals by preparing children, environments, and equipment.
- Contributing to moving and handling students where necessary

Support individuals during therapy sessions by:

- preparing and maintaining environments, equipment and materials prior to, during and after therapy sessions.
- supporting individuals prior to and within therapy sessions.
- observing and providing feedback on therapy sessions.

Promote children's well-being by:

- providing a supportive and challenging environment
- enabling children to take risks safely
- encouraging children's self-reliance, self-esteem and resilience
- enabling young people to tackle problems and plan action to achieve their goals and aspirations
- supporting children and young people to manage transitions in their live

Enable young people to be active citizens by:

- assisting young people to understand their communities and their role within them
- enabling young people to communicate their views and interests to others, and to negotiate and influence people and situations

Support for the School

Prepare and maintain the learning environment by:

- preparing the learning environment and learning materials for use.
- monitoring and maintaining the learning environment and resources.

Promote positive behaviour by:

- implementing agreed behaviour management strategies.
- supporting pupils in taking responsibility for their learning and behaviour.

Develop and promote positive relationships by:

- interacting with and responding to children and adults.
- developing positive relationships with children and adults.
- communicating effectively with children and adults.
- supporting children in developing positive relationships.

Provide effective support for your colleagues by:

- maintaining working relationships with colleagues.
- developing your effectiveness in a support role.

Support the development and effectiveness of work teams by:

- contributing to effective team practice.
- contributing to the development of the work team.

Invigilate tests and examinations by:

- preparing to run tests and examinations
- implementing and maintaining invigilation requirements

Professional standards and development

- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

Person Specification		
Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential / desirable	**Evidence**
Qualifications		
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent.	Essential	A/C
To possess or be willing to work towards a full or emergence Paediatric First Aid certificate within 3 months of starting work	Essential	A/I/C
Willingness to undertake appointed person certificate in first aid administration	Desirable	A/IC
Level 2 NVQ qualification e.g. Supporting the Wider Curriculum	Essential	A/C
Knowledge & Experience		
Experience or working with and/or caring for children within an education setting.	Desirable	A/I/R
Experience of working with &/or caring for children.	Essential	A/I
Awareness and understanding of school curriculum.	Essential	A/I/R
Awareness of, and commitment to inclusion in a school setting.	Essential	A/I
Have an understanding of classroom roles and responsibilities	Essential	A/I
The ability to organise and manage learning activities in way which keep children safe.	Essential	A/I
The ability to provide admin support to the teacher/department.	Essential	A/I
Understanding of children in the appropriate age range.	Essential	A/I
Knowledge of the school and its community.	Essential	A/I
Technical Skills & Ability		
Understanding & willingness to use basic technology.	Essential	A/I/R
Have the skills and knowledge to implement literacy/numeracy programmes.	Essential	A/I

The ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people.	Essential	A/I/R
The ability to recognise and respect contribution that parents and carer can make to the development and wellbeing of children and young people.	Essential	A/I/R
Demonstrate and promote positive value, attitudes and behaviour you expect from pupils with whom you work	Essential	A/I/R
High expectation of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements with a commitment to helping them fulfil their potential.	Essential	A/I
Knowledge and understanding of how ICT can support learning	Essential	A/I/R
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Essential	A/I/R
Ability to build and maintain effective working relationships with all pupils and colleagues	Essential	A/I/R
Improve own knowledge and practice by participating in professional reviews.	Essential	A/I/R
Excellent written and verbal communication skills	Essential	A/I
Special working conditions		
Ability to attend occasional meetings outside of school hours	Essential	A/I
Assisting pupils in line with moving and handling guidelines when toileting, feeding and transferring	Essential	A/I
Ability to provide personal care to pupils – for example assisting with dressing, toileting if necessary	Essential	A/I
Lifting and carrying equipment as required	Essential	A/I
Personal characteristics		
The ability to communicate effectively and sensitively with children, young people, and colleagues	Essential	A/I/R
The ability to actively encourage and motivate children to advance their learning	Essential	A/I/R
Demonstrate a positive attitude to continuing personal development	Essential	A/I

Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R