

St Anne's CE (Aided) Primary School
Job Description
Level 2 Teaching Assistant



Purpose of the Role

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom for our high-level SEN children. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

Summary of Main Duties and Responsibilities:

KEY TASKS – Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- The role will also require involvement with a high level of intimate care and support with feeding.
- Support the pupils with their personal care and feeding plans.
- Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies.
- Adjusting activities according to pupil responses and needs, including those with special educational needs.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Promote self-esteem and independence amongst pupils.
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

KEY TASKS – Support for Teachers

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Working with children with a range of Special Educational Need and Disabilities and complex needs
- Establish constructive relationships with parents and carers, promoting the school's home/school liaison policy.
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.

- Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
- Undertake routine marking of pupils' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required.
- Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary.
- Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework and production of worksheets for agreed activities.

KEY TASKS – Support for the School

- To support others within the classroom and the school, contributing to the achievement of school objectives by working as part of a team.
- Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. accompanying swimming lessons. (If this is an agreed part of the working pattern)
- 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

STANDARD DUTIES

- To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- To uphold and promote the values and the ethos of the school.
- To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
- To take a proactive approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
- To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
- To attend and participate in relevant meetings as appropriate.
- To undertake any other additional duties commensurate with the grade of the post.

PERSON SPECIFICATION: TEACHING ASSISTANT – LEVEL 2

This person specification will be used in shortlisting and interview to select the best candidate. Each applicant should therefore address the person specification in their written application and where appropriate should give examples of how you meet the criteria.

| | Essential | Desirable | Method of Assessment |
|---|-----------|-----------|-----------------------|
| Education and Qualifications | | | |
| NVQ 2 for Teaching Assistants or equivalent qualification or experience | ✓ | | Application/Interview |
| Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework | ✓ | | Application/Interview |
| Completion of Department for Education Teacher Assistant Induction Programme (or to complete within the first term). | ✓ | | Application/Interview |
| Willingness to undertake training in relevant learning strategies e.g. early Reading and Maths, plus training relating to supporting children with Special Educational Needs and Disabilities and/or complex needs. | ✓ | | Application/Interview |
| Paediatric First Aid certificate | | ✓ | Application/Interview |
| Experience | | | |
| Working with or caring for children of a relevant age to those in the school, including EYFS. | ✓ | | Application/Interview |
| Experience of working with younger children with Special Educational Needs and Disabilities and/or complex needs | ✓ | | Application/Interview |
| Experience of working with learning resources and helping with their preparation to support learning programmes. | ✓ | | Application/Interview |
| Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation. | ✓ | | Application/Interview |
| Skills & Abilities | | | |
| Interpersonal skills to build effective working relationships with pupils and colleagues | ✓ | | Application/Interview |
| Communication skills to liaise sensitively and effectively with parents and carers | ✓ | | Application/Interview |
| Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these. | ✓ | | Application/Interview |
| To promote a positive ethos and good role model | ✓ | | |
| To continually improve own practice/knowledge through self-evaluation and learning from others | ✓ | | |
| Knowledge | | | |
| Basic understanding of a child's development and learning | ✓ | | Application/Interview |
| Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish | | ✓ | |
| Understanding of the relevant policies/codes of practice and awareness of relevant legislation in the context of your role | ✓ | | Application/Interview |
| General understanding of national/foundation stage curriculum and other relevant learning strategies | ✓ | | Application/Interview |
| Understanding of equal opportunities and an awareness of potential barriers children may have around learning | ✓ | | Application/Interview |
| Work Circumstances | | | |
| To work flexibly as the workload demands | ✓ | | Application/Interview |
| Occasional out of hours working to support school functions | ✓ | | Application/Interview |

