

## TEACHING ASSISTANT 2 – JOB DESCRIPTION

### JOB TITLE: TEACHING ASSISTANT 2

**NJC LEVEL 2/3** -To work under the instruction/guidance of 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. Work may be carried out in the classroom or outside the main teaching area. May be required to supervise groups of pupils undertaking activities in non-teaching situations.

#### SUPPORT FOR PUPILS

- 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 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 TEACHERS

- 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.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil's 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.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

#### SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1/2, early years and recording achievement 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 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.

- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils in non-teaching times, including before and after school and at 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 the teacher.

<p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age.</li> </ul>
<p><b>Examples of recommended qualifications, knowledge and training requirements</b></p>	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills.</li> <li>• Completion of DfES Teacher Assistant Induction Programme.</li> <li>• Participate in development and training opportunities.</li> <li>• To have attended basic TA training at a college of further education (e.g. NCFE level 1 Training) and be working towards NVQ2 or similar qualifications (e.g. CACHE level 2).</li> <li>• Sound Knowledge of the literacy / numeracy KS1/2/ Foundation Stage strategies and a good overview of Key Stage relevant curriculum.</li> <li>• Sound knowledge of one or more areas of special need (depending on setting) and Code of Practice for SEN.</li> <li>• Sound knowledge of the causes and patterns of poor behaviour and strategies to address these.</li> <li>• Sound knowledge of how children learn and how to create and maximize learning opportunities.</li> <li>• To be able to work as part of a team and to have good inter-personal relationships.</li> <li>• To be qualified to NVQ level 2 or working towards NVQ3.</li> <li>• To have attended significant Inset training relevant to job and – in the case of those working with particular SEN pupils – to have become skilled in dealing with particular areas of special need through attending LEA and other providers of specialist training.</li> </ul>

	<ul style="list-style-type: none"> <li>• Desirable to have completed (depending on job / setting) CACHE CPD SEN Level 2 or similar.</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Appropriate knowledge of first aid.</li> <li>• Use basic technology – computer, video, and photocopier.</li> <li>• Ability to relate well to children and adults. <ul style="list-style-type: none"> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> </ul> </li> <li>• To be aware of all school policies and procedures.</li> <li>• To have some knowledge of NC requirements, especially literacy, numeracy and PSHE (e.g. ELS/ ALS/ FLS/ LPU/ Springboard).</li> <li>• Effective use of ICT to support learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation.</li> <li>• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.</li> <li>• Basic understanding of child development and learning.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> </ul>
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## Training

There is an expectation that schools will arrange for TAs to have access to a range of training appropriate to their role.

*Note: Teaching Assistants are paid term time only and a fraction of 447/522 (less than 5 years' service) or 457/522 (more than five years' service) is applied to the all year annual salary rate to provide the term time salary (see attached for salary rates from 1 April 2025).*