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# Job Description – Teaching Assistant Level 2

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| **Responsible to:** | Deputy Head/SENCo |
| **Salary:** | Grade 3 Point 4-6 NJC pro-rata |
| **Hours:** | 35 hours per week  39 weeks per year.  (Term time only+ 5 training days) |
| **Annual Leave:** | School holidays |
| **Based:** | Unity Community Primary, Cheetham |
| **Fixed Term:** | Full time - permanent |
| **Level of DBS Check** | Enhanced with check of adults barred list |

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| Main Aims of the Post |
| To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of SENCO. Be responsible for some learning activities within the overall teaching plans.  Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required.  To attend relevant training/CPD to enhance knowledge and understanding of SEN, wellbeing and nurture.  Work closely with the SENCo and the rest of the TA2 team, to support the learning and wellbeing of children of all ages, throughout the school, working closely and collaboratively and effectively communicating with colleagues. |

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| Main duties |
| 1. Implement planned learning activities/teaching programmes/learning and wellbeing interventions as agreed with the teacher/SENCO, adjusting activities according to pupils’ responses as appropriate |
| 2. Participate in planning and evaluation of learning/wellbeing activities with the teacher, providing feedback to the teacher on pupil progress and behaviour |
| 3. Support the teacher in monitoring, assessing and recording pupil progress/activities |
| 4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher/SENCo |
| 5. Support learning/wellbeing by arranging/providing resources for lessons/activities under the direction of the teacher/SENCo |
| 6. Support pupils in social and emotional well-being, reporting problems to the teacher/SENCo as appropriate |
| 7. Share information about pupils with SENCo/other staff, parents / carers, internal and external agencies, as appropriate. Contribute to annual reviews for pupils with EHCPs. |
| 8. Understand and support independent learning and inclusion of all pupils as required. |
| **Additional duties** |
| 9. Provide curricular clerical/admin support e.g. Photocopying, making lists, collection of monies. |
| 10. Under direction of the teacher prepare the classroom for lessons and clear afterwards as appropriate. |
| 11. Work with individual pupils with special educational needs. |
| 12. Work with pupils for whom English is not their first language. |
| 13. Assist in the development of individual development plans for pupils (e.g. individual educational plans). |
| 14. Administer and asses routine tests and invigilate exams and undertake routine marking of pupils work. |
| 15. Support pupils in developing and implementing their own personal and social development. |
| 16. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. |
| 17. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff. |
| 18. Support the work of volunteers and other teaching assistants in the classroom. |
| 19. Assist in the supervision of school and off-site activities. |
| 20. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present. |
| 21. Monitor and manage stock and supplies for the classroom. |
| 22. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence. |

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| General Work Related Expectations |
| 1. To work within the Big Life Company’s Values, Ethos and Vision. |
| 2. To contribute to the development of TBLC |
| 3. To work in accordance with all Policies and Procedures of TBLC |
| 4. To identify and attend training as required |
| 5. To work in accordance with all relevant legislation |
| 6. To undergo regular supervision and an annual appraisal |
| 7. To undertake any other duties as required, appropriate to the post |

Person Specification – Teaching Assistant Level 2

The successful candidate must be able to demonstrate that they meet all the following points.

**Key - Method of Assessment:** A = Application form, I = Interview, T = Test,

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|  | **Method of Assessment** |
| **1. Employment Experience** |  |
| 1.1 Experience of working with or caring for children | A, I |
| 1.2 Experience of working in schools or nurseries | A, I |
| **2. Educational Background/Training** |  |
| 2.1 Numeracy/literacy skills at a level equivalent to NVQ level 2 | A, T |
| 2.2 Working at NVQ level 2 in supporting teaching and learning or equivalent; may be working towards NVQ level 3 and/or national occupational standards. | A |
| **3 Knowledge** |  |
| 3.1 An understanding of the role of the Teaching Assistant and other professionals working in the classroom. | A, I |
| 3.2 Understanding of child development and learning. | A |
| 3.3 Understanding of national/foundation stage curriculum and basic learning programmes/strategies. | A, I |
| 3.4 Knowledge and compliance with policies and procedures relevant to child protection and health and safety. | A, I |
| 4 Skills |  |
| 4.1 Ability to relate well to children and adults. | A, I |
| 4.2 Ability to work as part of a team | A, I |
| 4.3 Willingness to undertake first aid training as appropriate. | A |
| 5 Personal |  |
| 5. Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. | A, I |
| 5.2 Self motivation and personal drive to complete tasks to the required timescales and quality standards. | A, I |
| 5.3 The flexibility to adapt to changing workload demands and new school challenges. | A, I |
| 5.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils. | A, I |
| 5.5 A commitment to continuous self-development. | A |
| 5.6 A commitment to school improvement | A |
| 5.7 Be willing to consent to and apply for an enhanced DBS check. | A |