

Teaching Assistant Level 2, Grade 4-6 Job Description & Person Specification



The post holder will report to the class teacher and SENDCo. The post holder will be initially assigned to Old Moat Primary School to work with a child in EYFS.

Job Description

You will work as a member of our team to support a child who has **additional sensory needs**. Under the guidance of the class teacher and SENDCo, provide support for pupils or individuals who require specialist help to enable access to learning.

Main Duties and Responsibilities:

1. To work with a child/groups of children under the supervision of the teacher including the delivery of therapy and programmes of work, including the implementation of ILPs.
2. Supervise and provide particular support for pupils with special sensory needs ensuring their safety and access to learning activities.
3. Give regular feedback on children's progress to the class teacher and file records.
4. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
5. Establish good relationships with pupils and their parents, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
6. Promote the inclusion and acceptance of all pupils.
7. Encourage pupils to act independently as appropriate.
8. To occasionally supervise whole classes as required.
9. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
10. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with planning of programmes of work and to integrate specialist advice and practice into ILPs.

11. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies.
12. Prepare the classroom for lessons, including display work under the direction of the teacher.
13. Undertake pupil record keeping and updating records, information and data, producing reports as required.
14. Assist in the development and implementation of behavior management strategies.
15. Monitor pupil responses to learning activities and accurately record achievement/progress as directed .
16. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work.
17. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
18. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies, including assessment.
19. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
20. Assist in the whole planning cycle, including the development of lesson/work plans and managing and preparing resources.
21. Undertake structured and agreed learning activities/ including those linked to local and national learning strategies, adjusting activities according to pupil responses and particular needs, in order to maximise pupil access to the curriculum within an inclusive setting where appropriate. To record achievement and progress and provide feedback to the teacher.
22. 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.
23. Assist in maintaining high standards of health and safety at all times.
24. Maintain good relationships with colleagues and work together as a team.
25. Assist in the supervision of classroom and outdoor activities.

26. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
27. Contribute to the overall ethos/work/aims of the school.
28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
29. Attend relevant meetings.
30. Participate in training, including relevant learning strategies and other learning activities and performance management where required.
31. To converse at ease and provide advice in accurate spoken English is essential for the post.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

All elements of Specified Teaching Work undertaken by the post-holder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and CLIC.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification for Teaching Assistant Level 2, Grade ?

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Skills & Experience:			
1.1 Experience of working with or caring for children of a relevant age	A, I, R	✓	
1.2 Experience of working with pupils with additional needs (preferably sensory needs)	A, I, R	✓	
1.3 Numeracy/literacy skills (at a level equivalent to NQF Level 2)	A	✓	
1.4 NVQ Level 2 for Teaching Assistants or equivalent qualification or experience	A & I	✓	
1.5 Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	A & I	✓	
1.6 Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual	A & I	✓	
1.7 Ability to relate well to children and adults	A, I, R	✓	
1.8 Ability to work as part of a team	A & I	✓	
1.9 An understanding of the role of the Teaching Assistant and other professionals working in the classroom	A & I	✓	
1.10 Ability to use relevant technology	A		✓
1.11 Effective use of ICT to support learning	A	✓	
1.12 Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning	A & I	✓	
1.13 Understanding the principles of child development and learning processes	A & I	✓	
1.14 Ability to organise, motivate and lead a team	A & I	✓	
1.15 Knowledge of strategic processes and barriers to learning, including eg behaviour management strategies	A & I	✓	
1.16 Ability to self-evaluate learning needs and actively seek learning opportunities	A & I	✓	
1.17 Willingness to undertake minor first aid training as appropriate	A		✓

2. Personal Style and Behaviour

2.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	A & I	✓	
2.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	A & I	✓	
2.3 The flexibility to adapt to changing workload demands and new school challenges	A	✓	
2.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils	A & I	✓	
2.5 Personal commitment to continuous self-development	A & I	✓	
2.6 A commitment to school improvement	A	✓	
2.7 Be willing to consent to and apply for an enhanced disclosure to a DBS Check, Self-Declaration and references to include those working with children	A	✓	
3. Values			
3.1 A genuine passion and a belief in the potential of every pupil	A & I	✓	
3.2 Motivation to continually improve standards and achieve excellence above norms.	A	✓	
3.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils	A	✓	
3.4 Commitment to the Cooperative Values with the ability to demonstrate them in day to day behaviour	A & I	✓	
4. Other			
4.1 Willingness to travel between schools in the Trust	A	✓	
4.2 Willingness to work in schools across the Trust	A	✓	
4.3 Willingness to attend training and CPD opportunities	A	✓	
4.4 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references.	A	✓	