****

Teaching Assistant Level 2

Evaluated Grade - Scale 2

**Job Description**

|  |
| --- |
| **Job Purpose** |
| 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. |
| **Major Tasks**  |
| * To develop children’s independent learning skills.
* To supplement the role of the class teacher
* To lead an intervention programme.
* To adapt the planning to match the needs of the pupil.
* To assess pupil progress at the end of the intervention programme.
* Pupils make accelerated progress.
 |
| **Contacts & Relationships** |
| * 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
* 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
* 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 out of lesson 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
 |
| **Creativity** |
| * 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 pupils achievement, progress, problems etc.
* Administer routine tests and invigilate exams and undertake routine marking of pupils’ work
* Provide clerical/admin. support e.g. photocopying, typing, filing, money etc.
 |
| **Decisions** |
| * 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
 |
| **Management & Supervision** |
| * No Management or Supervisory responsibilities
 |
| **Supervision Received** |
| * Working independent of the class teacher under the supervision of the subject leader, phase leader or SENDCo,
 |
| **Complexity** |
| * Developing and reviewing planning related to the intervention group.
* Ensuring the safety and good behaviour of students
* Supporting pupil learning
 |
| **Resources** |
| * 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
 |
| **Impact** |
| * Pupil attainment is in line with national standards.
* Ensure all pupils feel safe and secure
* To support pupils in reaching their potential academically
* To support pupils emotionally, developing well rounded pupils
* To work effectively within a team establishing productive and effective relationships
 |
| **Physical Demands** |
| * Monitoring pupil progress within the group working beyond the classroom.
* 15 minute outdoor playground duty and 30 minute outdoor lunchtime duty.
 |
| **Working Environment** |
| * In class and outdoor in the playground.
* If the weather is poor, they will be monitoring students in classroom during indoor play.
 |
| **Emotional Context**  |
| * The management of a group of children working beyond the classroom.
* If a pupil discloses any safeguarding issues, they would pass the relevant information on to Designated Safeguarding Lead.
 |
| **Other** |
| The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

**Person Specification**

|  |  |
| --- | --- |
| **Criteria** | **Standard** |
| **Qualifications** | * Good numeracy/literacy skills
* Completion of DfES Teacher Assistant Induction Programme
* NVQ 2 for Teaching Assistants or equivalent qualifications or experience
* Training in the relevant strategies e.g. literacy
* First Aid training/training as appropriate
 |
| **Experience** | * Working with or caring for children of relevant age
 |
| **Knowledge** | * Understanding of relevant policies/codes of practice and awareness of relevant legislation
* General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
* Basic understanding of child development and learning
 |
| **Skills** | * Effective use of ICT to support learning
* Use of other equipment technology – video, photocopier
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
 |
| **Personal style & behaviours** | * Using their own initiative to plan and prepare resources.
 |

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring B2 level under the Common European Framework of Reference for Language (CEFR). The role needs to be able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issues, giving the advantages and disadvantages of various options, such as when talking with parents and advising teachers and pupils on pupil’s progress and behaviour.

Signature…………………………………………………………………………………………………… Date:………………..

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

……………………………………………………………………………………………………………

|  |  |
| --- | --- |
| **Type of criminal records checks required for this post** | **Ticked as required** |
| Enhanced Disclosure |  |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>