# Job Description

# Teaching Assistant – Level 1, Grade 2, SEN Support

**26.2 hours per week, 8.45am – 2,45pm with 40-minute lunch break from 12.15 – 12.55 each day.**

**£15,639 pro rata, term time only which equates to apx £10,036 per annum. Temporary contract to 31st August 2018.**

The post holder will report to the Class Teacher and Assistant Headteacher. Apart from other colleagues in the school, the main contacts of the job are: Executive Headteacher, Head of School, teaching staff, other support staff and pupils.

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The postholder will work to support an individual KS2 pupil with identified needs and an Education, Health & Care Plan.

## Main Duties

### Support For Pupils

1. To work with children 1 to 1 or supervise small groups of children under the direction of the teacher, including the implementation of individual plans.

2. Give regular feedback on children's progress to the class teacher and file records

3. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters

4. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs

5. Promote the inclusion and acceptance of all pupils

6. Encourage pupils to act independently as appropriate

### Support for Teachers

7. Provide curricular clerical/admin support, eg. photocopying, making lists, collection of monies

8. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, including display work as appropriate.

9. Undertake pupil record keeping as requested (e.g. provide a written statement on pupil progress to the teacher).

10. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate

11. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.

**Support for the Curriculum**

12. Provide Curriculum / resource support and undertake programmes linked to local and national learning strategies

13. Support the use of ICT in learning activities and develop pupils' competence and independence in its use

14. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

**Support for the School**

15. 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.

16. Maintain high standards of health and safety at all times.

17. Maintain good relationships with colleagues and work together as a team.

18. Assist in the supervision of classroom and outdoor activities.

19. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.

20. Contribute to the overall ethos/work/aims of the school.

21. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

22. Attend relevant meetings.

23. Participate in training, including relevant learning strategies and other learning activities and performance management where required.

All elements of Specified Teaching Work undertaken by the postholder 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 1 may be called upon occasionally to provide cover supervision for a whole class for a session/lesson e.g. in an urgent situation. However they will not be required to set or allocate work to the pupils, as this will be determined by the class teacher.

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

Where the postholder 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 – Teaching Assistant, Level 1 Grade 2

| Selection Criteria | Method of Assessment | Essential |
|---|---|---|
| **At the shortlisting stage, the criteria as stated below will be applied. Applicants must use concrete examples to indicate how they fulfill the criteria listed below.** | | |
| **1 Experience** | | |
| 1.1 Experience of working with children of primary school age in a school setting | Application form/Interview | √ |
| **2 Qualifications/Training** | | |
| **The successful candidate will:** | | |
| 2.1 Possess excellent numeracy/literacy skills (at a level equivalent to at least NQF Level 2) | Application form/Interview | √ |
| **3 Knowledge & Skills** | | |
| 3.1 Ability to relate well to children and adults | Interview | √ |
| 3.2 Excellent Literacy and mathematical skills | Application form/Interview | |
| 3.3 Ability to work as a part of a team | Application form/ Interview | √ |
| 3.4 An understanding of the role of Teaching Assistant and other professionals working in the classroom | Application form/Interview | √ |
| 3.5 Ability to use relevant ICT | Application form/Interview | √ |
| 3.6Understanding of national/foundation stage curriculum | Application form/Interview | √ |
| 3.7 Basic understanding of child development and learning | Application form/Interview | √ |
| 3.8 Willingness to undertake minor first aid training as appropriate | Application form/Interview | √ |

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| **4 Personal Style & Behaviour** | | |
| **The successful candidate will have:** | | |
| 4.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | Interview | √ |
| 4.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | Application form/Interview | √ |
| 4.3 The flexibility to adapt to changing workloads, demands and new school challenges | Application form/Interview | √ |
| 4.4 Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of pupils | Application form/Interview | √ |
| 4.5 Personal commitment to continuous self-development | Application form/Interview | √ |
| 4.7 Personal commitment to the school's professional standards, including dress code as appropriate | Interview | √ |
| **5 References** | | |
| **5.1** Positive recommendation(s) in 2 professional references | | √ |
| **5.2** DBS clearance/no adverse outcomes from the DBS check | | √ |