

## Job Description

<b>Post Title:</b>	<b>Teaching Assistant Level 2 (Term Time Only)</b>
<b>Grade:</b>	£21,546 - £23,610 (full time equivalent) £18,594.20 - £20,375.43 (part time actual, 39 term time weeks only)
<b>Working Pattern</b>	Monday - Thursday: 08:10 - 16:10 Friday: 08:10 - 15:10
<b>Responsible to:</b>	Senor Leadership Team Member

## Job Purpose

- To provide classroom based support for students, the teacher and the Academy in order to raise standards of achievement for all students
- To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of Academy life.

## Duties and Responsibilities

The Teaching Assistant will support the Inclusion Team in the following duties and responsibilities:

- Work as part of the staff team at the direction of the Head teacher/Deputy Head teacher/SENCO/Class Teacher to support teaching provision and students' learning.
- Under the guidance of the Class Teacher, to work with individuals and groups of students in class, including those students with additional educational needs, Special Educational Needs or Statements of SEN, to help them to achieve to the best of their ability.
- At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of students, taking into account their specific needs, including Special Educational Needs.

- Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of students, support the teaching of the National Numeracy Strategy and assist students to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
- Monitor the progress of identified students, keep written records consistent with Academy systems and provide the teacher with feedback on students' progress in relation to provision.
- Provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the Academy's Behaviour Management Policy. Contribute to programmes of support for identified students.
- Ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed, e.g. assisting with lifting.
- Communicate and liaise with other members of the Academy staff and act as co-ordinator/link person to other teaching assistants.
- Under the direction of the Class Teacher, communicate and liaise with professionals from outside the Academy and implement their advice in provision for individuals or groups of students.
- Under the guidance of the SENCO, contribute to setting IEP targets and to IEP reviews. Attend and contribute to meetings to review students' progress, and contribute to written reports.
- In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of students, e.g. by acting as key worker or implementing home-Academy liaison systems.
- Supervise students in the playground and plan and organise play time activities.
- Participate in the Academy's student mentoring programme and ALA programme.
- Carry out such other duties within the competence of the post holder which may be required, reasonably, from time to time as directed by the Senior Leadership Team.

### **Additional Responsibilities**

- Comply with key Academy plans, policies and procedures, especially the Health and Safety Procedures and Child Protection Procedures.

- To attend Learning Community meetings, as required.
- Duties may vary from time to time without changing the general character of the position or the level of the responsibility entailed.
- At all times the post holder must adhere to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy
- Uphold the policies of the Academy ensuring, for example, that the Academy's Behaviour and Discipline policy, so that good order and discipline are maintained.
- Demonstrate high levels of professionalism in the fulfilment of the role.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy.
- Participate in staff training and development and the performance review process.
- Attend team and staff meetings.

### **Key Organisational Objectives**

The post holder will contribute to the Academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- At all times operating within the school's Equalities policies demonstrating commitment and contribution to improving standards of attainment.
- Adopting customer care and quality assurance initiatives.
- Fulfilling the role of mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

## **Conditions of Service**

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Trust.

## **Special Conditions of Service**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Support Role appointments at COLAI are subject to an enhanced Disclosure and Barring Service check, two satisfactory references and medical clearance.

This post is a term time only post working 39 term weeks per year. Part time actual salary includes pro rata holiday and public holiday entitlement. All holiday days must be used during non-term time weeks.

## **Equal Opportunities**

The post holder will be expected to carry out all duties in the context of and in compliance with the Academy Equalities Policies.

Date of issue:

---

Signature of Post holder:

---

Signature of Principal:

---

## Person Specification

### Job Title: Teaching Assistant Level 2

	Essential	Desirable
<b>Qualifications</b>		
GCSE English Language A-C (or equivalent)	□	
GCSE Mathematics A-C (or equivalent)	□	
5 GCSE (or equivalent)	□	
Level 1 (or experiential equivalent) IT User qualification		□
Level 2 Award (or experiential equivalent) in Support Work in Schools		□
<b>Knowledge</b>		
Understands the importance of maintaining confidentiality in relation to personal, medical and learning and attainment information about students and their families	□	
Understands the importance of being fully informed about the learning and physical needs of the students they support and the techniques to be used in each given situation.	□	
Through experience and continuous professional development has gained a sound working knowledge of the most frequently encountered Special Education Needs support (SEN) including but not limited to Attention Deficit Disorder and Autism Spectrum Disorder, within a school and good practice techniques used to support them.		□
Through experience and continuous professional development has developed a sound working knowledge of the most frequently encountered social, emotional and health (SEMH) including but not limited to anxiety or depression, self-harming, substance misuse, eating disorders		□
<b>Experience</b>		
Between 1 and 3 years of experience in a broadly comparable learning support role	□	
Experience of working with students with learning difficulties		□
Experience of working with members of the general public	□	
Experience of working within a secondary school		□
Experience of working with students for whom English is their second language		□

<b>Skills</b>		
Ability to work with students with learning difficulties both patiently and tactfully	<input type="checkbox"/>	
Able to communicate effectively and tactfully with a wide range of people	<input type="checkbox"/>	
Ability to deal with students' personal and other crises	<input type="checkbox"/>	
Ability to be outgoing and helpful within a learning environment	<input type="checkbox"/>	
Ability to develop good relations with staff and pupils and the wider school community and work collaboratively with teaching professionals	<input type="checkbox"/>	
Competent user of at least one proprietary computer based office software email product	<input type="checkbox"/>	
Competent user of Microsoft Outlook		<input type="checkbox"/>
Good personal organisation, time management and administrative skills	<input type="checkbox"/>	
Able to follow directions and a scheme of work within a classroom and or small group learning environment	<input type="checkbox"/>	
Able to work with minimal supervision to provide assistance as and when required, to 'seek' work when unoccupied; to think clearly in emergency situations.	<input type="checkbox"/>	
Well-developed written and verbal communication skills	<input type="checkbox"/>	
Able to communicate effectively and tactfully with a wide range of people	<input type="checkbox"/>	
<b>Equal Opportunities</b>		
Understand the needs of students with learning difficulties		
Understanding of different social backgrounds of students		<input type="checkbox"/>
Understand the needs of bilingual students		<input type="checkbox"/>