



Level 2 Teaching Assistant

Springfield Junior School

Temporary until July 2023

32.75 hours per week, 39 week per year

L2 TA £19,650 - £20,444 FTE (£14,693 - £15,273 pro rata)

Are you passionate about working to support young children, some of whom may have a range of additional needs? Are you confident in working with children? Are you looking to join a friendly team who are committed to the learning and development of children? If so we have the role for you.

Springfield Junior School is proud to be a part of QEGSMAT and we are currently looking for two enthusiastic and caring people to join our team as a Teaching Assistant.

The successful candidates will be required to work where needed to support children across the Key Stage 2 age range.

The candidate must be able to build strong relationships and have high expectations for all children. They should be resilient, calm, kind and able to use their initiative as well as displaying strong behaviour management skills.

Experience of working with children with SEND is desirable.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to an Enhanced DBS check. Further information about our commitment to Safeguarding can be found -

<https://www.qegsmat.com/documents/safeguarding>

To apply, please use the following link <https://www.qegsmat.com/current-vacancies/> to apply via TES.

Closing date for applications:	3 rd May 2022
Interview date:	13 th May 2022
Salary:	L2 TA £19,650 - £20,444 FTE (£14,693 - £15,273 pro rata)
Potential Start date:	ASAP



Springfield Junior School

TEACHING AND LEARNING ASSISTANT JOB DESCRIPTION

Purpose:

To support access to learning for children and provide support to the class teacher/senior staff in the management of children in the classroom or any setting where teaching and learning takes place.

Responsible to: Working under the guidance of class teacher and/or Senior Staff (SENCO).

The Governing Body reserve the right to amend the job description at any time after consultation with the post holder.

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tasks within the competencies below.

Competences, roles and responsibilities of all TAs are listed with specific duties in bold.

1. To support the positive ethos and aims of our school.
2. Work closely with the class teacher to contribute to the management of pupil behaviour, maintain order and an appropriate working environment, including implementation of the school's behaviour policies.
3. Deal with emotionally demanding behaviour and situations as necessary to meet each child's needs.
4. May regularly work with children who have extreme behavioural issues or who are severely disabled requiring periods of physical effort such as moving and handling
5. May have to physically intervene with children who exhibit violent or aggressive behaviour.
6. Establish and promote productive relationships with pupils, acting as a role model and setting high expectations.
7. Promote the inclusion of all pupils within the classroom and school.
8. Liaise closely with teachers and other relevant agencies regarding the work set for a class/group.
9. Prepare and set out learning materials.
10. Contribute to the planning of learning activities.
11. Plan and deliver programmes, and monitor children's response to the learning activities and where necessary modify and adapt the activities to achieve the intended learning outcomes.
12. Plan and develop differentiated learning activities and have awareness of child development and pupil learning.
13. Establish constructive relationships and communicate with parents and other relevant professionals, in liaison with the teacher, to support pupil's learning and progress.
14. Effectively communicate the work set by the class teacher to the pupils and ensure that pupils are aware of the teacher's expectations.
15. Encourage pupils to interact and work co-operatively with others to ensure all pupils are engaged on the set task.
16. Provide marking and feedback to pupils within the lesson in line with school policy.
17. Evaluate pupil's performance at the end of each lesson and report to class teacher in an agreed format e.g. Highlight planning, post-its, verbal feedback or other method teacher requires.
18. Update relevant records at agreed time intervals.
19. Accurately record and report on the development, progress and attainment of children.
20. Ensure the health, safety and welfare of pupils is maintained at all times.

21. Promote the social and emotional development of pupils.
22. Deal with any immediate problems or emergencies in accordance with the school's policies and procedures.
23. Make effective use of IT to support learning and own working role.
24. Ability to use specialist software
25. Provide English, maths and communication support to allow access to all areas of the curriculum, to enable all pupils to make good progress.
26. Under the direction of the class teacher, support visiting students
27. Assist with the development and implementations of targets to meet SEN SUPPORT criteria.
28. Work alongside the class teacher to identify pupils requiring additional support, develop and implement targets and interventions.
29. Accompany teaching staff and pupils on educational visits when required.
30. Be aware of, uphold and contribute towards the development of the school's policies and procedures.
31. Full working knowledge of relevant policies, Codes of Practice and relevant legislation.
32. Working knowledge of relevant learning programmes and curriculum
33. Demonstrate responsiveness and flexibility in implementing structured activities of children with SEN or complex disabilities.
34. Participate in appropriate school-based meetings.
35. Be prepared to undertake role specific training as directed, to ensure roles and responsibilities can be carried out effectively.
36. Maintain CPD/Learning Log
37. Undertake any administrative duties relevant and appropriate to this post.
38. Take an active part in appraising their own work against agreed priorities and targets in accordance with the school's appraisal and supervision arrangements.
39. Maintain confidentiality at all times and observe Data Protection Guidelines.
40. Understand and comply with the school's equal opportunities and other policies.
41. Understand and comply with the school's safeguarding and child protection policies and procedure.
42. Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.



Personal Specification

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications	National Qualification Framework Level 3 or equivalent vocational qualification (or working towards the qualification). GCSE (or equivalent) level C or above in English and Maths	Training in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management. First Aid.
Experience	Working with a range of pupils. Working with pupils with SEN. A good knowledge of health and safety requirements.	Working in special schools or ERS schools with a range of pupils with SEN (including Autism)
Knowledge	Knowledge and understanding of child development and learning. Knowledge and understanding of Child Protection (safeguarding) procedures and policies and willingness to increase knowledge. Demonstrable knowledge of equality, diversity and inclusion.	Working knowledge of the SEN code of practice. Knowledge of intervention programmes such as Rapid Reads, Inference, 1 st Class @ Number. Assessment for Learning. Attachment Aware/ Trauma Informed practice.
Skills	The capacity to plan teaching activities alongside the class teacher, prepare and run learning activities, monitor, modify and record as appropriate. Liaise and communicate effectively with others. Demonstrate good personal organisation. Display pupil's work and maintain teaching resources. To work alongside the teacher in evaluating pupil progress and setting appropriate learning targets. Use alternative methods of communication where required. Use IT to support learning, create reports or other materials. Promote and reinforce student's self-esteem, independence and participation within the community. Strong interpersonal skills.	A good team worker who can work in a collaborative manner under the direction of a variety of teaching staff. Ability to contribute to student Records of Achievement, targets and Annual Reviews and to participate in multidisciplinary case conferences/reviews as directed by the SENCO and/or Head Teacher.

Personal qualities	Calm and friendly manner. Enthusiastic. Ability to adapt to a variety of situations. Ability to use initiative. Able to evaluate own learning needs and seek learning opportunities. Self-motivated and a good team player. Ability to work under pressure. Ability to work positively with young people.	Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.
Equal Opportunities	Understanding of the equal opportunities policy	