

# Job Description

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| <b>Post Title</b>   | Teaching Assistant Level 2 |
| <b>Grade</b>        | Grade 4                    |
| <b>Location</b>     | Ings Primary School        |
| <b>Reporting to</b> | Hub Lead Teacher           |

## Purpose of Role

To work under the instruction/guidance of the Hub Lead Teacher to undertake work/care/support programmes, to enable access to learning for pupils and to assist the Lead Teacher in the management of pupils and the Hub. Work may be carried out in the Hub or outside the main teaching area.

## Key Responsibilities

### Support for Pupils

1. To promote and safeguard the welfare of children and young people.
2. Provides skilled support to pupils with SEND, particularly with ASC and also including learning, behavioural, communication, social, sensory or physical difficulties, ensuring their safety and access to learning activities.
3. Assists with the development and implementation of Individual Education/ Behaviour Plans.
4. Establishes constructive and positive relationships with pupils and interacts with them according to individual needs.
5. Promote the inclusion and acceptance of all pupils
6. Attends to pupils' personal needs including help with social, welfare, care and health matters.
7. Set challenging and demanding expectations and promotes self-esteem and independence
8. Provide feedback to pupils in relation to progress and achievement under the guidance teachers

### Support for Teachers

9. Create and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils' work
10. Uses strategies, in liaison with teachers, to support pupils to achieve learning goals
11. Assists with the planning of learning activities
12. Monitors pupils' responses to learning activities and accurately records achievement/ progress as directed
13. Provides detailed and regular feedback to teachers on pupils' achievement, progress and problems
14. Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
15. Participates in discussions with parents/ carers under the general direction of the Lead Teacher
16. Administers routine tests, invigilates exams and undertake routine marking of pupils' work
17. Provides clerical/administrative support e.g. photocopying, typing, filing and administer coursework etc.

### Support for the curriculum

18. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
19. Undertakes programmes linked to learning strategies e.g. literacy, numeracy, recording achievement and progress and giving feedback to the teacher
20. Supports the use of ICT in learning activities and develop pupils' competence and independence in its use
21. Prepares, maintains and use equipment/ resources required to meet the lesson plans/ relevant learning activity and assists pupils in their use

### 22. Support for the school

23. Is aware of and complies with policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person

24. Contributes to the overall ethos/work/aims of the school
25. Appreciates and supports the role of other professionals
26. Undertakes programmes linked to learning strategies e.g. literacy, numeracy, recording achievement and progress and giving feedback to the teacher
27. Participates in training and other learning activities and performance development as required, attends and participates in relevant meetings as required
28. Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime
29. Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher

### Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

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| <b>Responsibilities for Staff:</b>                     | none   |
| <b>Responsibilities for Customers/Clients:</b>         | Safeguarding and promoting the welfare of children |
| <b>Responsibility for Budgets/Financial Resources:</b> | none   |
| <b>Responsibility for Physical Resources:</b>          | none   |

|   |  | E | D | How Identified        |
|---|--|---|---|-----------------------|
| <b>Qualifications</b>                                     | NVQ Level 2 for Teaching Assistants or equivalent qualification or willingness to work towards/relevant experience   | ✓ |   | AF, QC                |
|   | GCSE in English & Maths at Grade C/4 or above  | ✓ |   | AF, QC                |
|   | SEND training courses  |   | ✓ | AF, QC                |
|   | Team-Teach   |   | ✓ | AF, QC                |
|   | Level 1 Safeguarding   |   | ✓ | AF, QC                |
|   | Emergency First Aid  |   | ✓ | AF, QC                |
| <b>Relevant Experience</b>                                | Previous successful work with children with SEND   | ✓ |   | AF, I                 |
|   | Previous successful work with children with autism / challenging behaviour   | ✓ |   | AF, I                 |
|   | Experience of using social stories and following behaviour management plans  |   | ✓ | AF, I                 |
| <b>Skills &amp; Abilities</b>                             | Motivation to work with children and young people  | ✓ |   | AF, I                 |
|   | Ability to form and maintain appropriate relationships and personal boundaries with children and young people  | ✓ |   | AF, I                 |
| <b>Knowledge</b>  | A knowledge and commitment to safeguarding and promoting the welfare of children and young people  | ✓ |   | AF, I                 |
|   | Ability to deal with the physical and emotional demands  | ✓ |   | AF, I                 |
|   | Ability to both follow direction and show initiative   | ✓ |   | AF, I                 |
|   | Commitment to offer high quality education and care to children with SEN   | ✓ |   | AF, I                 |
| <b>Interpersonal/ Communication Skills: Verbal Skills</b> | Ability to relate well to vulnerable children & young people   | ✓ |   | AF, I                 |
|   | Work constructively as part of a team, understanding classroom roles and responsibilities, and your own position within these  | ✓ |   | AF, I                 |
|   | Ability to show respect and courtesy at all times, and form good relationships, and with other professionals , pupils and parents  | ✓ |   | AF, I                 |
|   | Good communication skills  | ✓ |   | AF, I                 |
| <b>Written Skills</b>                                     | Highly competent written skills, including spelling and grammar , including use of ICT   | ✓ |   | AF, I                 |
| <b>Personal Qualities</b>                                 | Ability to deal robustly with challenging situations   | ✓ |   | AF, I                 |
| <b>Disclosure &amp; Barring Service</b>                   | The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check | ✓ |   | DBS                   |
|   | This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.                               | ✓ |   | (after short listing) |