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| **JOB DESCRIPTION** | | | | | | | | | |
|  |  | | | | | | | | |
| **Job Title:** | | Teaching Assistant Level 2 | | | | **Job No:** | |  | |
|  |  | | | | | | | | |
| **Grade:** | | GR2 | | | | **Division:** | |  | |
|  |  | | | | | | | | |
| **No of Posts:** | |  | | | | **Section:** | |  | |
|  |  | | | | | | | | |
| **1.0** | **JOB PURPOSE:** | | | | | | | | |
|  |  | | | | | | | | |
|  | **1.1** | To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate. | | | | | | | |
| **2.0** | **DUTIES AND RESPONSIBILITIES:** | | | | | | | | |
|  | **2.1** | **Support for Pupils** | | | | | | | |
|  |  | **2.1.1** | Support the activities of individuals or groups of children. Participate in the education of children, including contributing to their health and well-being | | | | | | |
|  |  | **2.1.2** | Support children with special needs (if appropriate to the focus of the role) | | | | | | |
|  |  |  | **2.1.2.1** | | Sensory and/or physical impairment | | | | |
|  |  |  | **2.1.2.2** | | Cognition or learning difficulties | | | | |
|  |  |  | **2.1.2.3** | | Behavioural, emotional and social development needs | | | | |
|  |  |  | **2.1.2.4** | | Communication and interaction difficulties | | | | |
|  |  |  | **2.1.2.5** | | Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority | | | | |
|  |  | **2.1.3** | Support for Gifted and Talented pupils | | | | | | |
|  | **2.2** | **Support for the teacher(s)** | | | | | | | |
|  |  | **2.2.1** | Provide support for learning activities by | | | | | | |
|  |  |  | **2.2.1.1** | | Supporting the teacher in the planning and evaluation of learning activities | | | | |
|  |  |  | **2.2.1.2** | | Supporting the delivery of learning activities | | | | |
|  |  | **2.2.2** | Support in organising effective learning environments and maintaining appropriate records | | | | | | |
|  |  | **2.2.3** | Support literacy and numeracy activities in the classroom | | | | | | |
|  |  | **2.2.4** | Support the maintenance of pupil safety and security | | | | | | |
|  |  | **2.2.5** | Contribute to the management of pupil behaviour by | | | | | | |
|  |  |  | **2.2.5.1** | | Promoting school policies with regard to pupil behaviour | | | | |
|  |  |  | **2.2.5.2** | | Supporting the implementation of strategies to manage pupil behaviour | | | | |
|  |  | **2.2.6** | Undertake routine marking in line with school policy | | | | | | |
|  |  | **2.2.7** | Provide clerical/admin. support, eg., photocopying, collecting money, administer coursework | | | | | | |
|  | **2.3** | **Support for the school** | | | | | | | |
|  |  | **2.3.1** | Provide support to colleagues | | | | | | |
|  |  | **2.3.2** | Develop own effectiveness in a support role | | | | | | |
|  | **2.4** | **Support for the curriculum** | | | | | | | |
|  |  | **2.4.1** | Support the use of information and communication technology in the classroom | | | | | | |
|  | **2.5** | Work as required across the curriculum and in all Key Stages within the school as appropriate to their training and experience. | | | | | | | |
|  | **2.6** | Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. | | | | | | | |
|  | **2.7** | To ensure their tasks are carried out with due regard to Health and Safety | | | | | | | |
|  | **2.8** | To participate in appropriate professional development including adhering to the principle of performance management. | | | | | | | |
|  | **2.9** | To adhere to the ethos of the school | | | | | | | |
|  |  | **2.9.1** | To promote the agreed vision and aims of the school | | | | | | |
|  |  | **2.9.2** | To set an example of personal integrity and professionalism | | | | | | |
|  |  | **2.9.3** | Attendance at appropriate staff meetings and parents evenings within working hours | | | | | | |
|  | **2.10** | Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of the school | | | | | | | |
|  | **OBSERVANCE OF THE CITY COUNCIL’S**  **EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED** | | | | | | | | |
| **3.0** | **SUPERVISION RECEIVED**: | | | | | | | | |
|  |  | | | | | | | | |
|  | **3.1** | **Supervising Officer’s Job Title:** | | | | [TO BE INSERTED] | | | |
|  |  |  | | | | | | | |
|  | **3.2** | LEVEL OF SUPERVISION | | | | | | | |
|  |  | ~~1. Regularly supervised with work checked by supervisor~~ | | | | | | | |
|  |  | 2. Left to work within established guidelines subject to scrutiny by supervisor | | | | | | | |
|  |  | ~~3. Plan own work to ensure the meeting of defined objectives~~ | | | | | | | |
|  |  |  | | | | | | | |
|  |  | | | | | | | | |
| **4.0** | **SUPERVISION GIVEN**: (excludes those who are **indirectly** supervised ie through others) | | | | | | | | |
|  |  | | | | | | | | |
|  | **Post Title** | | | **Grade** | | | **No of Posts** | | **Level of**  **Supervision**  **(as in 3.2**  **above)** |
|  | TA Level 2 | | | GR2 | | |  | | 2 |
|  |  | | |  | | |  | |  |
|  | * Use 1, 2 or 3 as in 3.2 | | | | | | | | |
| **5.0** | **SPECIAL CONDITIONS:** | | | | | | | | |
|  | **5.1** | Level 2 is the basic entry level for a Teaching Assistant. Those staff who are not already qualified to NVQ Level 2 are required to work towards it and a Training and Development plan linked to the requirements of the National Occupational Standards should be agreed | | | | | | | |
|  |  |  | | | | | | | |