

Job Description

JOB DESCRIPTION

POST TITLE: TEACHING ASSISTANT LEVEL 2

GRADE: Grade 8, Points 19-24

RESPONSIBLE TO: SENDCo

RELATIONSHIPS WITH: Senior Leadership Team
Teaching Staff

Teaching Assistants

Support Staff

Parents

Local community and educational providers

External Agencies

JOB PURPOSE

To work with students within the School as part of a team under the direction of the line manager in order to:

- Improve the quality of learning and foster the participation of students in the social and academic processes of the School;
- Use expertise to contribute to the planning and preparation of learning activities to enhance student achievement;
- Seek to enable students to become more independent learners;
- Help raise the standards of achievement for all students.

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.

2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans.
5. To develop and implement own professional development and skills.
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness.
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team.
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES

SUPPORT FOR THE STUDENT

- Support and direct activities with either individuals or groups of students to ensure their safety and facilitate their physical, emotional and cognitive development.
- To lead care, personal hygiene medical needs and support of students including publishing care plans
- Contribute to the health and well-being of students.
- Establish and maintain good working relationships with individual students and groups.
- Promote and reinforce the students' self-esteem and independence e.g. support in form time, AoW, unstructured time, enrichment etc.

To take a lead role in encouraging the acceptance and inclusion of all students, including the implementation and delivery of targeted interventions, and any other support task as directed by the SENDCo.

- To support students as directed during formal public or internal School examinations.
- To supervise and coordinate students on work placements, educational visits, residential trips, transition, travel training, off-site placements and recreational activities as appropriate.
- To plan and deliver a programme of self-organisation and study skills in allocated periods during the School day and after School sessions.
- Drawing on prior knowledge and expertise of individual needs, to develop an understanding of the specific needs of the students within the School community.
- To liaise effectively with teachers/parents/carers/external agencies as appropriate.
- To assume responsibility for designated keyworker role with the most challenging and complex Statemented student/s.
- To collaborate with the SENDCo in the writing and collation of EHCPs/IEPs/Reviews/Annual Reviews.
- To be responsible for the planning and participation of transition process and individualised programmes for targeted students.

SUPPORT THE TEACHER

- Liaise with classroom teachers and complete Teacher/TA contracts.
- Assist teaching staff in the planning of work programmes for individuals and groups of students.
- To implement learning programmes as directed by the class teacher – with individual or small groups.
- Plan and provide appropriate resources reflecting needs of SEND students in mainstream lessons.
- To support designated students/s or be responsible for a small group as agreed by the teacher.
- To be responsible for the collation of data for targeted students with SEND.
- Using assessment information and data to inform teaching staff of students' learning goals and preferred learning styles.
- To gather information, as directed, about named students and their current levels for staff.

- To observe and assess individual student's needs and provide regular feedback and/or guidance to the teacher/SENDCo.
- To agree a behaviour management role within the classroom recording appropriate Sleuths and following through sanctions and rewards.
- To work with the mainstream teacher in the review process as appropriate.

SUPPORT FOR THE CURRICULUM

- Plan and lead literacy and numeracy tasks to improve access across the curriculum in a planned manner.
- Co-ordinate and organise students attending extra-curricular activities.
- Plan and deliver learning activities including enrichment activities during the normal School day and after School.
- Support the use and development of ICT within the classroom.
- Take responsibility for developing and delivering individual/small group skill sessions including Literacy, Numeracy, Life Skills, SpLD, SRE, SALT, self-help skills, Social Stories etc.
- To teach the Foundation Learning cohort in sessions as directed by the SENDCo and Assistant Principal (Curriculum)
- To liaise and report to, as necessary, during visits by support agencies who might be involved in the support of key areas of the curriculum [Educational Psychologist, Speech Therapist, Inclusive Education Service, School Nurse / Doctor etc.]
- To assess, record and report back on student achievement through School assessment procedures.

SUPPORT FOR THE ACADEMY

- To be responsible for a designated area/s for the development of the Learning Support Faculty e.g. budget, subject area, enrichment.
- Collaborate with colleagues and form effective working partnerships.
- Establish effective working relationships with parents/carers that influence student achievement.
- To be responsible for safeguarding the confidential nature of student/teacher/home issues.
- To supervise the maintenance of student safety and security, including break and lunchtime duties in the faculty and taxi duties.
- To lead and/or contribute at Faculty/Pastoral meetings as appropriate.

- Attend and report back on student progress on specific subject areas at Parent Evenings.
- To represent the faculty at Open Evenings, Induction Evenings, Information Evenings etc. as and when appropriate.
- Liaise and visit other academies / colleges to help with the transition process.
- Certain Level 2 Teaching Assistants have specific additional responsibilities that are unique to the post which needs to be included in individual job descriptions due to the level of coordination including staff, parents, outside agencies.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 2	ESSENTIAL	DESIRABLE
EDUCATION & TRAINING		
Further or Higher Education	*	
NVQ3 in Early Years Care and Education; BTEC National in Learning Support; The Council for Awards in Children’s Care and Education (CACHE) Diploma or relevant experience.		*
Specialist training relating to SEMH		*
Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training.	*	
Experience		
Previous experience of working within an educational setting	*	
Previous experience of working with young people	*	
Experience of working with children with special educational needs		*
Willingness to identify and develop own IT skills	*	
Working knowledge of DfE, Local Authority and other regulatory body’s legislation and policy relating to education.		*
PROFESSIONAL SKILLS		
Excellent written and oral communication skills	*	
Excellent organisational and administrative skills	*	
Good interpersonal skills	*	
PERSONAL QUALITIES		
Confidence and independence	*	
Ability to work unsupervised and independently understanding school roles and responsibilities and your own position within these.	*	
Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner.	*	
Good time management skills.	*	
Commitment to Equal Opportunities	*	

Willingness to work within the Christian framework of the Trust	*	
Suitability to work with children. Enhanced DBS to be undertaken on appointment.	*	