



Full Time Level 2 Teaching Assistant

Permanent

37 hours per week, 42 weeks per year

Queen Elizabeth's Grammar School, Ashbourne Academy

QEGSMAT are seeking to appoint a **Level 2 Teaching Assistant** to start as soon as possible at Queen Elizabeth's Grammar School, Ashbourne Academy. This is an opportunity to work in an experienced department within the academy.

The Trust's vision is to 'Question, Explore; Give; Succeed' and our exceptional staff, strong leadership and motivated children and young people, as well as excellent facilities, provide the successful formula for this.

Queen Elizabeth's Grammar School Ashbourne Academy is an 11-18 Comprehensive School in the picturesque town of Ashbourne. The school enjoys an excellent reputation within the local community. Academic standards are already very high in all key stages but we are not complacent and continually seek to expand and improve upon opportunities afforded to our students.

QEGSMAT is 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 for this role, please apply through Tes via our Qegsmat website - <https://www.qegsmat.com/current-vacancies/>

Closing date for applications:	Wednesday 12 th January 2022
Provisional Interview date:	Friday 21 st January 2022
Actual Salary:	£19,312 – £20,092 (Pro Rata Salary £17,570 - £18,280)
Potential Start Date:	ASAP



JOB DESCRIPTION

POST:	Teaching Assistant
GRADE:	Level 2 Teaching Assistant
RESPONSIBLE TO:	Assistant Headteacher
WEEKS PER ANNUM:	42 weeks

DUTIES AND RESPONSIBILITIES:

- Assist the SENCO and class teachers with the planning and delivery of learning activities for those students with special educational needs (differentiation), including assisting with planning appropriately for different teaching styles and subjects across the school;
- Promote inclusion, independent learning, self-reliance and equality
- Work closely with the SENCO, class teachers, and nominated departments to support students' learning needs. Support will be within the classroom, or as directed by the classroom teacher;
- Make observations and report on student progress, assisting the SENCO and class teachers with student records;
- Contribute fully to the activities offered at lunchtime and supervise, reporting to line managers only when events of significant importance occur;
- Accompany teaching staff and students on educational visits taking responsibility for student welfare for named students and supporting medical needs and where necessary assisting with personal and intimate care including toileting of students with specific needs;
- Support students with arrangements regarding transport to and from school;
- Prepare for and attend INSET and Faculty/Departmental meetings as noted on the school calendar;
- Attend and contribute to review meetings accompanying the SENCO as required; within the school day to report on student progress;
- Mentoring of key students liaising with parents to develop case study notes and checking of family histories for EHC plans; maintain appropriate regular contact with parents/carers to support progress;
- Support students in examinations, including scribing, reading and invigilation;
- Adapting lessons and supporting students with additional educational needs;

- Where necessary, assist with the personal and intimate care including toileting of students with identified specific needs. Have responsibility for or support others in the administration of medicine to students as directed;
- Follow the moving and handling plan for those students with physical disabilities including the use of mobility aides and hoists and liaise with Manual Handling advisor as appropriate. Where necessary act as lead TA when following a plan, showing others a known routine.

METHODS OF WORKING

The post holder must:

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- To maintain an awareness of Safeguarding Children and GDPR processes;
- Understand and comply with the academy's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities and targets in accordance with the academy's professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



PERSON SPECIFICATION

TEACHING ASSISTANT

	ESSENTIAL	DESIRABLE
SKILLS & ABILITIES	<p>Highly motivated with the ability to motivate and enthuse others</p> <p>Able to work as an individual or as part of a team</p> <p>Able to communicate effectively with a range of people both verbally, in writing and can demonstrate literacy skills</p> <p>Positive listening skills</p> <p>Able to form and maintain professional relationships and boundaries with young people and adults</p> <p>Able to deal with confidential information in a sensitive manner</p> <p>Patient and approachable</p> <p>Calm and reassuring particularly when under pressure</p> <p>Able to diffuse conflict and, with support, manage inappropriate patterns of behaviour</p> <p>Well organised, practical and resourceful</p> <p>Adaptable and flexible</p> <p>Able to use ICT effectively</p> <p>Record keeping</p>	<p>Able to use a wide range of resources including ICT to enable children with special educational needs to access the curriculum</p>

EXPERIENCE & KNOWLEDGE	<p>Completion of appropriate training programmes/experience of working with children or adults in a learning environment</p> <p>Awareness of different teaching styles and subject curriculums across age groups and departments within the Key Stage 3/4/5 setting</p>	<p>Experience in a support staff role within an educational setting.</p> <p>Experience of working with children with a range of specific learning difficulties</p> <p>Knowledge of strategies to support children with special educational needs</p>
QUALIFICATIONS	<p>NVQ Level 2 Teaching Assistant, or equivalent</p> <p>GCSE grade A* to C in Maths and English, or equivalent</p> <p>Involvement in recent, relevant professional development</p>	<p>First Aid.</p>

PRINT NAME _____

SIGNATURE _____

DATE _____