

POST DETAILS & JOB DESCRIPTION

Location:	Halliwel Jones Stadium, Warrington
Job title:	Teaching Assistant Level 2
Hours of Work:	27.5 hours a week / 39 weeks per year
Salary:	TCT Support Staff Scale – Grade 4, NJC SCP 6-7 (fte salary: £23,893-£24,294 / actual salary: £15,274 - £15,530)
Reporting to:	TCAT Lead of Alternative Provision
Responsible for:	Supervising individuals and groups of pupils with SEN under the direction or instruction of teaching and/or senior staff.
Job purpose:	<p>The postholder will work with and supervise individuals and groups of children/ young people under the direction or instruction of teaching and/or senior staff. They will enable access to learning for all students taking into account individual learning needs and provide assistance and support in classroom management and behaviour techniques.</p> <p>The postholder may also be responsible for organising, delivering and reviewing a range of interventions.</p>
Key Tasks and Responsibilities	<p>Work with staff to raise the learning and attainment of pupils. Promote pupils' independence, self-esteem and social inclusion. Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.</p>
Job Description	<p>SUPPORT FOR THE PUPIL</p> <ul style="list-style-type: none"> • Establish good working relationships with students, acting as a role model and setting high expectations. • Provide consistent support to all students, responding appropriately to individual student's needs. • Provide, under the direction of the Lead of Alternative Provision; support of SEND students in the form of 1-1 and group work. • Development, monitor and review Individual Learning Plans/student passports using school systems. • Promote inclusion and acceptance of all students.

- Encourage students to interact one another and where appropriate support the engage of activities promoting social interactions and personal development
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to students in relation to progress and achievement under the guidance and direction on the teacher where appropriate.
- Use specialist (curricular/learning) skills/training/experience to support students.
- Where appropriate support personal/intimate care of identified student (s) (complete appropriate INSET and or external training).

SUPPORT FOR THE TEACHER and RESOURCE BASE

- Assist with the display of students work.
- Establish and maintain an appropriate learning environment.
- Plan and deliver evidence-based interventions / intervention packages reporting back to the teacher/ Lead of Alternative Provision.
- Monitor students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives or specialist programmes.
- Be responsible for keeping and updating records in agreed format with the teacher/ Lead of Alternative Provision contributing to reviews of systems/records as requested.
- Administer and assess routine tests and accurately record achievement/progress.
- Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents.
- Observe, mentor and record students' behaviours using directed approaches to inform next steps.

SUPPORT FOR THE CURRICULUM

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

	<ul style="list-style-type: none"> • Assist students to access learning activities through specialist support e.g., curriculum/SEN specialism. • Determine the need for, prepare and maintain general and specialist equipment and resources. <p>SUPPORT FOR THE SCHOOL</p> <ul style="list-style-type: none"> • Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection (in line with GDPR). Report all concerns to the appropriate person (as named in the policy concerned). • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. • Contribute to the school ethos, aims and development/improvement plan. • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of students. • Attend and participate in regular meetings as appropriate. • Participate in training and other learning activities as required (actively seeking and taking responsibility for own development through training opportunities, specific to the role). • Establish own best practice and use to support others. • Assist in the supervision, training and development of classroom support staff. • Assist with the planning of opportunities for pupils to learn in-out-of-school contexts, according to school policies and procedures and within working hours. • Accompany teaching staff and students on visits, trips and out of school activities as required, also assist with the organisation of this using school protocols. • Successfully complete safeguarding training as directed.
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Other information

- This post is subject to an enhanced DBS check.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Lead of Alternative Provision to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

REVIEW ARRANGEMENTS: The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this Job Description from time to time and will consult with the post-holder at the appropriate time.

PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 2

Criteria		Essential	Desirable	Assessment Method
Qualifications				
1	5 A* - C GCSEs (or equivalent) including English, Mathematics and Science.	X		A
2	Minimum of 2 years' experience of working with children or vulnerable adults.		X	A
3	NVQ III or equivalent in teaching assistance.		X	A
4	Willingness to undertake appointed person certificate in first aid.		X	I
5	Willingness to participate in relevant training and development opportunities.	X		I
Skills				
6	Ability to work effectively within a team environment, understanding classroom roles and responsibilities.	X		A/I
7	Ability to build effective working relationships with all students and colleagues.	X		A/I
8	Ability to promote a positive ethos and model positive attributes.	X		A/I
9	Ability to work with children at all levels regardless of specific individual need.	X		A/I
10	Ability to adapt own approach in accordance with student needs.	X		A/I
11	Good personal numeracy and literacy skills.	X		I
12	Good ICT skills.		X	A/I
Knowledge & understanding				
13	Knowledge and understanding of national curriculum and other learning programmes.	X		A/I
14	General awareness of inclusion, especially within a school setting.	X		I
15	Experience of resources preparation to support learning programmes.	X		I
16	How to use student data to monitor and improve performance.	X		A/I

17	Effective use of ICT to support learning.	X		A/I
Professional Values and Practice				
13	The ability to inspire, develop and motivate students through high expectations of behaviour and application to learning.	X		A/I
14	Clear and effective communication with colleagues, outside agencies, parents and students.	X		A/I
15	Commitment to develop your role.	X		I
16	Demonstrate a genuine respect for all students.	X		I
17	Ability to manage young people effectively.	X		I
18	Able to improve their own practice through observations, evaluation and discussion with colleagues.	X		I

Key: A = Application; I = Interview; T = Task

NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

			How Assessed			
			A	L	I	R
Qualifications	5 A* - C GCSEs (or equivalent) including English, Mathematics and Science	E	✓			
	Minimum of 2 years' experience of working with children or vulnerable adults	D	✓			
	NVQ III or equivalent in teaching assistance	D	✓			
	Willingness to undertake appointed person certificate in first aid	D			✓	
	Willingness to participate in relevant training and development opportunities	E		✓	✓	
Skills	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E		✓	✓	✓
	Ability to build effective working relationships with all students and colleagues	E		✓	✓	✓
	Ability to promote a positive ethos and model positive attributes	E		✓	✓	
	Ability to work with children at all levels regardless of specific individual need	E		✓	✓	
	Ability to adapt own approach in accordance with student needs	E			✓	
	Good personal numeracy and literacy skills	E		✓	✓	
	Good ICT skills	D		✓	✓	
	Knowledge and understanding of national curriculum and other learning programmes	E		✓	✓	

Knowledge and Understanding	General awareness of inclusion, especially within a school setting.	E			✓	
	Experience of resources preparation to support learning programmes	D			✓	
	How to use student data to monitor and improve performance	D		✓	✓	
	Effective use of ICT to support learning	E		✓	✓	
Professional Values and Practice	The ability to inspire, develop and motivate students through high expectations of behaviour and application to learning	E		✓	✓	✓
	Clear and effective communication with colleagues, outside agencies, parents and students	E		✓	✓	
	Commitment to develop your role	E			✓	
	Demonstrate a genuine respect for all students	E			✓	
	Ability to manage young people effectively	E			✓	✓
	A very good record of attendance and punctuality	E				✓
	Able to improve their own practice through observations, evaluation and discussion with colleagues	E			✓	

Desirable (D)

Essential (E)