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Position:	Teaching Assistant (Level 2)
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School: Meadow High

Grade: Scale 3

Reports to: Relevant Team Leader

Purpose of Role To work under the instruction or guidance of teaching staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. To supervise and support pupils at breaktimes

Job Description

Support for Pupils: Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.

Assist with the development and implementation of PLIMs / BSP / PHP and Personal Care programmes.

To support pupils sensory needs by following pupils personalised plans.

To actively safeguard yourself and others, following the Safeguarding policy. and reporting all concerns in a timely manner.

Assist with the development and implementation of EFL and PLIMs, collating and recording evidence throughout both structured and unstructured times.

Attend to the pupil's personal needs and implement related personal programmes, including social, emotional support, health, physical, hygiene, first aid and welfare matters.

Supervise and support pupils ensuring their safety and access to learning.

Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.

Promote the inclusion and acceptance of all pupils.

Encourage pupils to interact with others and engage in activities led by the teacher.

Set challenging and demanding expectations and promote self-esteem and independence.

Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

To support pupils in the management of their medication across the school day including emergency medication

To ensure that records are made and maintained in line with school policy on school agreed systems including online data collection systems, where used.

Support pupils consistently while recognising and responding to their individual needs.

Support for Teachers:

Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work in line with school policy.

Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.

Assist with the planning of learning activities.

To support in the making of personalised learning aids and resources for pupils

Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.

Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.

Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Establish constructive relationships with parents/carers.

Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money, phoning parents and other professionals etc.

Gather appropriate evidence of learning and progress, using the schools systems.

Support for the Curriculum:

Assist in the preparation and development of agreed curriculum activities and resources

Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, KS 3 and early years, recording achievement and progress and feeding back to the teacher.

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support pupils to develop their skills towards independence

Support for the School:

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, supporting pupils medical needs, confidentiality and data protection, reporting all concerns to an appropriate person.

Establish constructive relationships and communicate with families in liaison with the teacher, in order to support achievement and progress of pupils

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Contribute to the overall ethos/work/aims of the school.

Appreciate and support the role of other professionals.

Attend relevant meetings as required.

Participate in training and other learning activities and performance development as required.

Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Safeguarding:

Understand and implement all Safeguarding policies and procedure in relation to working with children and young people

Ensure that you fully understand and implement all of the roles and responsibilities in relation to Safeguarding Children and Young People

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Abide by the objectives and targets of both the Senior Manager and the Governing Body, and follow the procedures and practices utilised in all aspects of the work, including computerised and manual systems and the maintenance of relevant records

The post holder may also be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties/responsibilities/grade of the post. This would be subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

To ensure Meadow High School can provide suitable supervision and support for pupils, staff may occasionally be deployed to other locations which form part of the premises of the school, or elsewhere as may reasonably be required by the Headteacher of the school from time to time.

Annual Review

This job description will be reviewed annually and may be subject to amendment or modification at any time, after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Personal and Professional Conduct

Staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct.

Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staffs professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Signed (Postholder): _____

Signed (SLT): _____

Date: _____

Person Specification

Qualifications & Experience:

Experience of working with relevant age groups within a learning environment.

Good numeracy and literacy skills.

NVQ 2 for Teaching Assistants or equivalent qualifications or experience.

Training in relevant learning strategies e.g. literacy

Be prepared to undertake a first aid training programme and any other training deemed appropriate.

Knowledge & Understanding:

Effective use of ICT to support learning and have an understanding of e-safety

Use of other equipment and technology to support learning - video, photocopier, pupils assitive technology etc

Understanding of relevant policies/codes of practice and awareness of relevant legislation.

Basic understanding of child development and learning

Ability to relate well to children and adults

Able to work constructively as part of a team, understanding classroom roles and responsibilities.