



Job Description – Teaching Assistant – Level 2

Grade 3

Responsible to: Headteacher

1. JOB PURPOSE

To work under the instruction/guidance of teaching/senior 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.

2. MAIN DUTIES AND RESPONSIBILITIES

Support for Pupils

1. Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, and first aid and welfare matters, as appropriate.
2. Supervise and support pupils ensuring their safety and access to learning.
3. Assist with the development of student profiles and target action plans
4. Develop a good knowledge of pupils' individual special educational needs and implement appropriate strategies as outlined on the students' profile.
5. Establish constructive relationships with pupils, act as a role model, and interact with them according to individual needs.
6. Promote the inclusion and acceptance of all pupils.
7. Encourage pupils to interact with others and engage in activities led by the teacher.
8. Set challenging and demanding expectations and promote self-esteem and independence.
9. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
10. To provide pastoral support for pupils under the supervision of the tutor or House staff.

Support for Teacher

11. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
12. Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
13. Assist with the planning of learning activities.
14. Maintain and update records under the supervision of the teacher.

15. Monitor pupils' responses to learning activities and accurately record achievement/ progress as directed.
16. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
17. 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.
18. Gather/report information from/to parents/carers as directed.
19. Administer routine tests and invigilate exams and undertake appropriate marking of pupils' work.
20. Provide clerical/admin support for learning e.g. photocopying, word processing, filing, data entry etc.
21. Support the role of the tutor, including delivery of small group activities or mentoring under the supervision of the tutor or House staff.

Support for the Curriculum

22. Undertake structured and agreed learning activities/teaching programmes including planned 1:1 and small group interventions, adjusting activities according to pupil responses.
23. Use a range of approaches and resources to support pupils to develop basic literacy and numeracy skills as directed by the teacher.
24. Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
25. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
26. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

27. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
29. Contribute to the overall ethos/work/aims of the school.
30. Appreciate and support the role of other professionals including contribution to meetings with external agencies when required.
31. Attend and participate in relevant meetings as required.

32. Participate in critical self-reflection through the performance management process for TA's and participate in training and development activities as required.
33. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
34. 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 the teacher.
35. To undertake other relevant duties allocated at the discretion of the classroom teacher, SENCo, Headteacher or other designated supervisor.

3. QUALIFICATIONS AND EXPERIENCE

Essential

Should be able to demonstrate a reasonable standard of education with level 2 qualifications in literacy and numeracy to GCSE level or equivalent.

All applicants should also have experience of working with or caring for children of a relevant age in either a paid, voluntary or domestic environment and will need to be able to show an understanding of child development and a wide range of issues concerning their education and welfare.

An ability to relate well to both children and adults.

Be able to demonstrate experience of using a number of strategies whilst working with a range of children with complex needs and take responsibility for delivery of an educational programme under general supervision only.

Ability to effectively use ICT to support learning and use of other equipment/technology i.e. Microsoft Office, internet, email, use of photocopier etc.

To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these **AND**

either NVQ 2 for Teaching Assistants or equivalent qualification or experience plus completion of the DfES Teacher Assistant Induction Programme

or have a minimum 3 years relevant satisfactory experience as a Teaching Assistant/Learning Support Assistant demonstrating a relevant skill level plus a willingness to undertake the Teaching Assistant Induction Programme and further recognised/relevant qualifications such as those listed above.

Desirable

Appropriate knowledge of general first aid.

Training in relevant learning strategies e.g. developing students' basic literacy and numeracy skills or training in other aspects of special educational needs.

General understanding of national curriculum and other basic learning programmes/strategies/codes of practice.

Ability to self-evaluate learning needs and actively seek learning opportunities.

4. GENERAL

Midsomer Norton Schools Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check is required prior to appointment.

Post Holder:

Line Manager:

Name:

Name:

Signature: _____

Signature: _____

Date: _____

Date: _____