THE
EDUCATION
ALLIANCE

JOB DESCRIPTION

Job Description: Teaching Assistant – Level 2 **Reporting To: Head of School**

Job Purpose:
To assist and support the teaching of students within the school.

Key Responsibilities

General:

- Works under the direction and guidance of a teacher.
- Understands lesson objectives.
- May be involved in lesson planning.
- Works within wider legislation framework, e.g. national curriculum, health and safety, child protection.
- Facilitates participation and learning, helping to build confidence and self-esteem, so that all students, including those who present challenging behaviour, are enabled to reach their full potential alongside their peers.
- Ensures students' equal access to learning and development.
- Must comply with legislation and school policies relating to discrimination.
- Must promote anti-discrimination practices in all interactions with students and colleagues.
- Demonstrates and promotes an understanding and appreciation of difference in personal characteristics, belief system and cultures.
- Encourages and promotes independent learners.
- Provides opportunities for pupils to demonstrate self-reliance and responsibility.
- Must adhere to the need for confidentiality of information at all times.
- Takes responsibility for maintaining and improving personal skills, knowledge and experience.
- Developing an understanding of the specific needs of the student(s) to be supported taking into account the type of support involved.
- Undertaking activities with either individuals or groups of students to ensure their safety and facilitate their physical, emotional and educational development, by for example;
    1. clarifying and explaining instructions;
    2. ensuring the student is able to use equipment and materials provided;
    3. assisting in identified areas, e.g. language, behaviour, reading, spelling, numeracy, handwriting/presentation, the use of ICT, social skills and EAL
    4. helping students to concentrate on, and finish work set;
    5. meeting the physical needs of pupils as required whilst encouraging independence;
    6. liaising with the class teacher and SENCO about individual needs
    7. developing appropriate resources to support the student(s)
- Assisting teaching staff (and other professionals as appropriate) in the planning of support and behaviour programmes for individual and groups of students.
- Participating in the implementation and evaluation of the support programme.
- In conjunction with the class teacher (and other professionals as appropriate) developing a system of recording student progress.
- Contributing to the review of students' progress either verbally, in writing or through attendance at review meetings, as appropriate.
- Contributing to the assessment process with the teacher.
- Carrying out administrative tasks associated with the above duties as directed by the teacher, i.e. photocopying, writing short reports concerning individual students.
- Assisting students to change for PE and swimming.
- Deal with the personal care and comfort of students as required in relation to welfare, health, hygiene, toileting, dressing, feeding and mobility.
- Providing regular feedback about the student(s) to the class teacher or line manager.
- Meeting with teachers on a regular basis to discuss issues relevant to the area in order to improve practice in the whole area.
- Supporting teaching staff in the development of home/school links.
- Assisting in the smooth transition of students between educational phases.

- Carrying out administrative tasks i.e. photocopying, writing short reports concerning individual students.
- Administering personal care, therapy programmes, or minor first aid (where trained), assisting in the dispensation or administration of medically prescribed controlled drugs, and assisting with students who are sick.
- Assisting with lunch and break time supervision of students on a rota basis.
- Helping with educational visits and outings.
- Attending staff meetings, teacher training days, and courses as appropriate.
- Support the use of specialist equipment and procedures including, moving and handling to meet a child's individual needs.
- Administer first aid (where trained) and assist with students who are sick.
- Maintain confidentiality with due regard to data protection.
- Undertaking any other duties that may reasonably be regarded as being commensurate with the grade and general purpose of the post.

Specific:

- Carry out other reasonable tasks from time to time as directed by the Head of School.
- The post holder will be expected to work within the schools' policies and procedures.
- Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Executive principal, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	• Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. • Prioritising our long-term purpose first, above short-term goals. • Managing emotions and helping others to manage their emotions. • Keeping promises. • Having a genuine interest in others, seeking to understand the whole person. • Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	• Live our values every day. • Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. • Do what is right, rather than what is popular. • Be accountable to your colleagues, students and the community, acting in service to other. • Influence the behaviour of those around you. • Take time to develop high trust relationships. • Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	• Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. • Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. • Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. • Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	• Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. • Anticipate the future and help people prepare for change. • Be open to opportunities and commit to learning every day. • Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	• Demonstrating respect, generosity of spirit, understanding and good temper. • Being kind to others, seeking opportunities to serve others for the greater good • Leading with compassion and care, listening and engaging with the person, not the job role. • Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	• Be humble • Bring your authentic self to work. • Have the courage to be genuine. • Lead with compassion, empathy and kindness. • Show people you care about them. • Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. • Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	• Be accountable to others and serve our purpose. • Be morally brave and stand up and be counted for what you believe in. • Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. • Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	• Walk the talk and behave in an honest, open and fair way. • Channel ambition into our schools, not ourselves, developing successors. • Have intense professional will and personal humility. • Have a systematic approach to manage the execution and delegation of tasks and be reliable. • Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	• Striving for honesty, sharing the full story wherever possible and as early as possible. • Looking in the mirror when something goes wrong. • Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. • Relishing challenge and finding strength in each other, building organisational resilience. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.	• Give the whole truth, the back-story and the why. • Have skilfully led difficult conversations. • Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. • Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	• Believe the best in others, help people progress and unlock their potential. • Remain calm, professional, reliable and consistent. • Manage your emotions well and help others do the same. • Have and encourage a growth mind-set, believing abilities and talents can be cultivated. • Set yourself challenging goals & work hard to achieve them.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects. • Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Think creatively; formulate strategies, plans and projects, aligned to our vision and values. • Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. • Translate complex information with the intended audience in mind and communicate positively.