



Part A - Grade & Structure Information

Job Family Code	4CLES	Role Title	Teaching Assistant – Level 2
Grade	P4	Reports to (role title)	Assistant Headteacher
JE Band	135-160	School	The Howard Partnership Trust
		Date Role Profile created	Jan 19

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

Role Purpose Including key outputs	<p>To assist an individual teacher, or teachers, in delivering and evaluating programmes and adapting teaching materials to suit the particular requirements of specific pupils and groups which may include pupils with special needs.</p> <p>Using specialist training/experience provide a level of support for individual pupils/groups of pupils whose needs require support over and above that which a level one Teaching Assistant is expected to provide.</p> <p>To assist in meeting the pupils' need for encouragement, reassurance and comfort and attend to their personal requirements and physical care while encouraging independence at all times.</p>
THPT Work Context and Generic Responsibilities	<ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
Line management responsibility If applicable	n/a
Budget responsibility If applicable	n/a
Representative Accountabilities	Support delivery

<p>Typical accountabilities in roles at this level in this job family</p>	<ul style="list-style-type: none"> • Provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention, under the supervision of senior staff. • Use of specialised equipment/tools. • Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment. • May carry out personal care routines as appropriate. • Care and respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs). • May occasionally provide support with whole class supervision for teachers' planned lessons. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and organise own work and/or intervention to meet given priorities. • Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard. <p>Resources</p> <ul style="list-style-type: none"> • Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner. <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> • Maintain and submit records following relevant school policies & procedures. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities. <p>Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development' should appear in all grades. To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<p>Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level.</p> <ul style="list-style-type: none"> • Able to work towards Vocational Qualifications Level 2 or have specialist skills in a relevant field. • Working knowledge of relevant skill set, systems, equipment, processes and procedures.

	<ul style="list-style-type: none"> • Competent in a range of IT tools. • May be required to undertake manual handling and physically demanding work. • Ability to apply relevant health and safety, equality and diversity, and other School policies and procedures. • Ability to work with others to provide excellent customer service • Ability to communicate clearly. • Accuracy and ability to prioritise and organise own workload.
Details of the specific qualifications and/or experience if required for the role in line with the above description	The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
Role Summary	Roles at this level carry out a range of duties to given standards under some supervision. This may include overseeing an activity and/or use of powered tools and equipment. They will be expected to be able to plan and organise their own workload and /or activity on a day-to-day basis within clear procedures. They will need to understand the objectives of lessons/interventions sufficiently to allow them to support the work of others effectively. Entry to this level may be through some relevant work experience or specialist skills.

VALUES/BEHAVIOURS

We are a values-based organisation and seek to recruit individuals who can demonstrate our values.

Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.

Our values are:

Integrity - displaying honesty and having strong moral principles

Partnership - working together and taking collective ownership to achieve the same goals

Advocacy - working hard on behalf of others to maximise their success

Resilience - finding success again after something difficult or negative has happened

Compassion - displaying empathy towards and a desire to help others

Aspiration - aiming high to achieve success

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.