



Brownhills Ormiston Academy

Job title:	Teaching Assistant – Level 2
Location:	Brownhills Ormiston Academy, Brownhills
Contract:	Academy
Hours:	32.5 hours a week, term time only + training days
Responsible to:	Assistant Principal & SENDCo
Disclosure level:	Enhanced Disclosure and Barring Services Check (DBS) will be a requirement of the post, as well as obtaining suitable references for the successful applicant.
Safe-guarding:	Brownhills Ormiston Academy takes safeguarding seriously. All applicants will be subject to rigorous safeguarding checks and will be asked questions on safeguarding

Purpose of the job:

- To support students with physical and personal needs
- To support learning in and out of classroom environment.
- To liaise with subject teachers and collect information for annual reviews round robins
- To support and deliver academy Learning/Intervention programmes for individual or small groups

Responsible for

To provide support to an identified student on behalf of the Principal and Senior Leadership Team, being responsible for working day to day to support student engagement and education.

To undertake the necessary preparation and service delivery, procedures, following systems and policy to promote engagement and learning.

Ensure that communications and reports are made in a timely manner that meet the needs and expectations of all stakeholders including compliance with relevant OAT Head Office policies and processes as needed.

	Level 2 Main Duties and Responsibilities
Teaching and learning	<p>Work with individuals or small groups of students in the classroom under the direct supervision of teaching staff.</p> <p>May work with individual pupils with special educational needs and/or with pupils for whom English is not their first language</p> <p>May implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities to pupils' responses as appropriate</p> <p>Participate in planning and evaluation of learning activities with the teacher</p> <p>Provide classroom support in the teacher's absence for short periods of time.</p> <p>Support students to understand instructions.</p> <p>Support independent learning and inclusion of all students.</p> <p>Provide feedback to pupils in relation to attainment and progress under the direction of the teacher</p> <p>Support the teacher in behaviour management and keeping students on task.</p> <p>May assist with the development of individual development plans for pupils e.g. IEPs</p>
Resources	<p>Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays</p> <p>May handle small amounts of cash e.g. for school visits.</p> <p>Arranging/providing resources for lessons/activities under the guidance of the teacher</p>
Exams , educational visits and other supervision	<p>May invigilate exams and tests.</p> <p>May assist escorting students on educational visits.</p> <p>May assist with break time supervision including facilitating games and activities.</p>
Personal and welfare support	<p>May assist students with dressing, hygiene and eating whilst encouraging independence</p> <p>Supporting students' emotional and social well-being, reporting any problems to the teacher.</p>
Systems, policies and procedures	<p>Contribute to maintaining a safe environment.</p> <p>Responsible for the careful and safe use of equipment.</p>
Team involvement	<p>May demonstrate own duties to new or less experienced staff.</p> <p>May support the work of volunteers and other teaching assistants in the classroom</p>
Building professional relationships	<p>Share information about pupils with other staff, parents/carers, internal and external agencies as appropriate</p>

	Exchanging information with staff and parents/carers.
Record keeping and information management	<p>Providing feed back to the teacher on pupil progress and behaviour.</p> <p>Support the teacher in monitoring, accessing and recording pupil progress under the guidance of the teacher</p>
Problem solving and decision making	There is a need to interpret information or situations and to solve straight forward problems/make minor decisions.
Knowledge, skills and experience	<p>NVQ level 2 in related area or equivalent or equivalent experience, with level 3 being desirable</p> <p>IT and keyboard skills.</p> <p>Curriculum knowledge and experience to support and lead learning activities</p> <p>Knowledge and compliance with policies and procedures relevant to health and safety and child protection.</p>
Physical demands and working conditions	<p>May be required to stand for long periods and or work in awkward positions e.g. low chairs.</p> <p>Some exposure to unpleasant conditions e.g. noise, outdoor working.</p>
General	<p>To contribute to the overall ethos, work and aims of the academy.</p> <p>Actively participate in performance management.</p> <p>Be aware of promote and comply with policies and procedures relating to safeguarding, child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>Be aware of, and support, differences and ensure equal opportunities for all.</p> <p>Maintain confidentiality of information acquired in the course of undertaking duties.</p> <p>Ensure that work is completed in compliance with relevant legislation and procedures relating to this role.</p> <p>Ensure GDPR principles are embedded in normal working practices.</p> <p>Post holders may be required to work flexibly in order to meet the business needs. All staff are required to partake in performance management and training activities.</p> <p>The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding.</p> <p>The Trust expect that employees deal with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Academy's Code of Conduct and the equality policy objectives.</p>

The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level/nature which is considered appropriate to the level of this post.

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
5 good GCSEs including Maths & English Grades A*-C or equivalent.	E
Experience of working within a school environment	D
Experience of managing own workload to meet conflicting demands and deadlines	E
Effective working with children/young people and their families	D
Effective working with children with educational, emotional and behavioural difficulties	E
A willingness to develop a range of approaches to assist in engaging with young people, and their families, and to encourage them to engage with the learning process	E
Ability to develop positive relationships with individual students and groups and empathise with them and sensitivity to the needs of children/families from all groups	E
Caring skills and the ability to work positively with pupils physical and emotional needs, without confrontation	E
Able to maximize identified learning aims by ensuring that educational and hygiene programmes are maintained at all time under the direction of the line manager	E
Previous experience of working with 11 -16 year olds	D
Awareness of the regulatory framework relevant to schools and pupils	D
Awareness of the education process and the national curriculum	D
Good interpersonal skills and confident communicator	E
Routine administrative, practical and ICT skills	E
Skills and Abilities	Essential E/ Desirable D
Ability to work positively with families and to engage their support in improving behaviour and making progress	E
Able to communicate in a clear and concise manner both on the telephone and face to face, who can effectively convey information at an appropriate level.	E
Ability to complete work to the required standards and to agreed deadlines.	E

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
Ability to develop and maintain effective working relationships with a wide range of people.	E
Excellent organisational, communicating and problem-solving skills, with the ability to use own initiative and work proactively both in a team and independently.	E
Understanding of general health and safety issues and hygiene associated with child care	D
Demonstrates a flexible approach to work to enable effective delivery of service.	E
Other Attributes	Essential E/ Desirable D
Proactive, flexible and adaptable.	E
Punctual and conscientious.	E
Prepared to challenge non-compliance.	E
Discretion, tact and confidentiality always.	E
Good time management and the ability to prioritise workload.	E
Able to work under pressure and to deadlines and deliver excellent attention and produce accurate results.	E
Evidence of successful team working.	E
Calm in a crisis to bring about resolution.	E
Ability to adapt to changes in the workplace.	E
Understanding and commitment to the safeguarding of children.	E
Commitment to the school ethos and aims.	E
Commitment to equal opportunities.	E
Accurate and fluent spoken English.	E
A commitment to safeguarding and promoting welfare for all.	E
Exemplary levels of integrity.	E