

THE PARTNERSHIP TRUST

JOB DESCRIPTION & PERSON SPECIFICATION

POST TITLE: **TEACHING ASSISTANT (GENERAL) – LEVEL 2**

GRADE: **BANES Grade 3**

RESPONSIBLE TO: **CLASS TEACHER / HEADTEACHER**

DISCLOSURE LEVEL: **ENHANCED**

EMPLOYEE:

DATE:

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

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, as appropriate.
- Supervise and provide particular support for pupils including those with special needs, ensuring their safety and access to learning.
- Assist with the development and implementation of Individual Education Health Care Plans and Personal Care Programmes.
- Establish constructive relationships with pupils, act as a role model, and interact with them according 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 guidance of the teacher.

Support for Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Be aware of pupil problems/progress/achievements and report to the teacher as appropriate.
- Assist with the planning of learning activities.

- 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.
- In conjunction with the teacher, collate and report information to and from parents and carers.
- Administer routine tests and undertake routine marking of pupils' work.
- Supervise groups of children completing work set by the teacher for short periods.
- Provide clerical/admin support for learning e.g. photocopying, basic computer work, filing, money etc.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1 and KS2, early years recording achievement and progress and feeding back to the teacher.
- Promote and 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 for the School

- Be fully familiar 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.
- 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 and participate in 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 the teacher.
- To undertake other relevant duties allocated at the discretion of the classroom teacher, Headteacher or other designated supervisor.

3. Other

The postholder will be expected to undertake bending, stretching, and lifting in the course of their duties e.g. preparing the classroom, displaying pupils work, assist pupils during lesson times, engaging in activities led by the teacher. There may be an increased level of physical effort required for children with personal or specialist needs.

During occasional periods of supervision, there will be an expectation that the postholder will be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

4. General

The Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As this postholder will be working in regulated activity, an Enhanced Disclosure and Barring Service (DBS) check will be required prior to commencement of employment. Individuals will be expected to provide details of their disclosure as soon as they receive it or if they are registered with the DBS Update Service to have given their permission for the Trust to access their online record.

The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or Designated Safeguarding Lead.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place to include ensuring that the requirements of the Health & Safety at Work Act and all other mandatory regulations are adhered to.

The postholder will be expected to undertake any appropriate training provided by the School or Multi Academy Trust to assist them in carrying out any of the above duties.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

This job description may be reviewed from time to time and amended after discussion with the postholder. It does not form part of the written particulars of employment of the postholder.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Either a minimum of 3 GCSEs grades 9 to 4 (grade A* - C), including English Language and Mathematics or equivalent • And / Or Level 2 Certificate in Supporting Teaching & Learning in Schools • And / Or A minimum of 2 years recent, relevant experience, which demonstrates the postholder, has applied a wide range of strategies supporting children and successful experience of delivering education programmes over a longer period, e.g. 6 – 8 weeks, with minimum supervision only. 	<ul style="list-style-type: none"> • First Aid training • Clean driving licence
Experience	<ul style="list-style-type: none"> • Experience of working with or caring for children of a relevant age in either a paid, voluntary or domestic environment and able to show an interest in children’s development and in a wide range of issues concerning their education and welfare 	<ul style="list-style-type: none"> • Experience of working within an educational setting
Skills & Knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to develop and sustain good relationships with children, staff and parents • Skills and expertise in understanding the needs of pupils • Excellent verbal communication skills • Active listening skills • Knowledge of guidance and requirements around safeguarding children • Good ICT skills • Ability to work as part of a team, understanding classroom roles and responsibilities and your own position within these 	<ul style="list-style-type: none"> • Knowledge of a range of communication strategies • Ability to effectively use a range of technology to support learning • Ability to self-evaluate development needs and actively seek learning opportunities • Be able to demonstrate experience of using a number of learning strategies whilst working with a range of children with complex needs and take responsibility for delivery of an educational programme with minimum supervision only • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies/codes of practice • Basic understanding of child development and learning • BSL knowledge
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding pupils’ wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Patience • Enjoyment of working with children 	

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| | <ul style="list-style-type: none">• Sensitivity and understanding, to help build good relationships with pupils• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school• Capacity to inspire, motivate and challenge pupils• Commitment to maintaining confidentiality at all times | |
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