



DEPARTMENT:
POST TITLE:
REPORTS TO:

SUPPORT
TEACHING ASSISTANT (LEVEL 2)
SENCO

MAIN PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all learners and assistance and support in classroom management and behaviour techniques. Work may be carried out in the classroom or outside the main teaching area.

JOB PROFILE

SUPPORT FOR THE LEARNER

- Establish good constructive working relationships with learners, acting as a role model.
- Be aware of and respond appropriately to individual learner needs ensuring effective interaction.
- Provide specific support to learners, dependant upon their individual needs ensuring their safety whilst supporting access to learning activities.
- Promote inclusion and acceptance of all learners.
- Encourage learners to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to learners in relation to progress and achievement under the guidance and direction of the teacher.

SUPPORT FOR THE TEACHER

- Provide minimal clerical/administration support (eg photocopying, typing filing, collecting money etc).
- Assist with the display of children's work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, utilise strategies to support learners in achieving learning goals.
- Report learner achievements, progress and issues as appropriate in agreed format.
- Undertake learner record keeping as requested.
- Administer routine tests and invigilate exams & undertake routine marking of learners' work
- Promote good learner behaviour, dealing promptly with conflict and incidents and encouraging learners to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes, taking into consideration learner learning styles, adjusting activities according to learner responses
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher.
- Support the use of ICT in learning activities and develop learners' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- 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 learners out of directed lesson time, including before and after school if appropriate and within working hours.
- Accompany teaching staff and learners on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

PERSON SPECIFICATION

POST TITLE:

TEACHING ASSISTANT (LEVEL 2)

GRADE: GR4

SKILLS

E-ESSENTIAL

D=DESIRABLE

<input type="checkbox"/>	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E
<input type="checkbox"/>	Ability to build effective working relationships with all learners and colleagues	E
<input type="checkbox"/>	Ability to promote a positive ethos and role model positive attributes	E
<input type="checkbox"/>	Ability to work with children at all levels regardless of specific individual need	E
<input type="checkbox"/>	Good personal numeracy and literacy skills	E

KNOWLEDGE & UNDERSTANDING

<input type="checkbox"/>	General understanding of national curriculum and other basic learning programmes/strategies (within specified age range/subject area)	E
<input type="checkbox"/>	General awareness of inclusion, especially within a school setting	E
<input type="checkbox"/>	Experience of resources preparation to support learning programmes	D
<input type="checkbox"/>	Effective use of ICT to support learning	E
<input type="checkbox"/>	Understanding of other basic technology – video, photocopier	D
<input type="checkbox"/>	Understanding of relevant policies/codes of practice & awareness of relevant legislation	D

QUALIFICATIONS

<input type="checkbox"/>	Minimum 2 years experience of working with and/or caring for children within specified age range/subject area) or NVQ II or equivalent in teaching assistance	E
<input type="checkbox"/>	Above within an educational setting	D
<input type="checkbox"/>	Requirement to complete DfE Teacher Assistant Induction Programme	E
<input type="checkbox"/>	Willingness to participate in relevant training and development opportunities	E
<input type="checkbox"/>	Training in the literacy/numeracy strategy	D

Training in special educational needs strategies

E

Willingness to undertake appointed person certificate in first aid administration

D

PROFESSIONAL VALUES AND PRACTICE

MUST BE ABLE TO DEMONSTRATE ALL OF THE FOLLOWING

High expectations of all learners; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements

Ability to build and maintain successful relationships with learners, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners

Demonstrate and promote the positive value, attitudes and behaviour they expect from the learners with whom they work

Ability to work constructively and collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice

Able to liaise sensitively and effectively with parents and carers, recognising role in learners' learning

Ability to improve their own practice through observations, evaluation and discussion with colleagues.