

Job Description – Teaching Assistant Level 2

MAIN PURPOSE

To work with and supervise the physical/general care of individuals and groups of children under the direction the teacher, providing general support to the teacher in the management of pupils in the classroom. When required to take part in the planning, development and implementation of programmes of support for pupils with special educational needs.

MAIN DUTIES

Support for Pupils

Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.

Deal with the personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines.

Establish good working relationships with pupils acting as a role model.

Encourage pupils to interact with others and engage in activities led by the teacher.

Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

Promote inclusion and acceptance of all pupils, self-esteem and independence.

Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Support the use of specialist equipment and procedures including, moving and handling to meet a child's individual needs.

Respond to pupils' minor medical problems administering basic first aid where appropriately trained.

Support for the Teacher

Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans.

In liaison with the teacher, utilise strategies to support pupils in achieving learning goals.

Assist with the display of children's work.

Provide detailed and regular feedback to teachers on pupils' achievements and progress in agreed format.

Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Provide clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.)

Undertake routine tests and invigilate exams and undertake routine marking of pupils' work.

Establish constructive relationships with parents/carers.

Undertake pupil record keeping as requested.

To contribute to the review of pupils' needs.

Be involved in the planning, development and implementation of programmes of support for pupils with special educational needs.

To escort pupils as necessary and assist in movement around the school.

Support for the Curriculum

Provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.

Support Literacy/Numeracy programmes (e.g. Springboard, AL, FLS), recording achievements and progress and providing appropriate reports and feedback for the teacher.

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

To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Contribute to the school ethos, aims and development/improvement plan.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Assist with the supervision of pupils out of lesson times, including before and after school, if appropriate, and within working hours.

Undertake personal development through training and other learning activities including performance management as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Assist with the organisation, routines and upkeep of the wider learning environment.

Note This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Personal Attributes

Communication & Influence

Actively listens to what others have to say and gains support for own opinion. Asks open questions and ensures that there is no confusion or ambiguity to the listener. Ensures own case is consistent when seeking support.

Team working

Demonstrates a non-judgemental approach to the values, views and needs of others. Sees other people's point of view and encourages and respects views that are different from own. Takes time to get to know people and how they operate.

Organisational Awareness

Keeps up to date on changes / new developments in own and other areas of the schools' activities and their impact on the schools performance.

Adaptability

Supports the change process, remaining positive during times of change. Willingly co-operates with others and highlights potential problems in a positive and supportive way.

Use of technology

Is able to use and understands the purpose of information communication technology (ICT) and is able to use it for routine and pre-set purposes. Is able to share skills and knowledge with colleagues.

Professional values and Practice

Demonstrates high expectations for all pupils.

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

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

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

Experience & Knowledge

Minimum 2 years experience working with and or caring for children of relevant age/subject area, in an educational setting.

General understanding of national/foundation stage curriculum and other basic learning programmes/techniques.

Basic understanding of child development and learning.

Ability to relate well to children and adults.

General awareness of inclusion, especially within a school setting.

Qualification & Training

Achieved or working towards a Level 1 qualification in Maths/numeracy and English/literacy.

Requirement to complete DfES Teacher Assistant Induction Programme.

NVQ 2 for Teaching Assistants or equivalent qualification or experience.

Training in relevant learning strategies e.g. literacy / numeracy.

Willingness to undertake appropriate first aid training.