

Job Description and Person Specification Teaching and Learning Support Assistant Level 2

Job details	
Job title	Teaching and Learning Support Assistant Level 2
School	Fakenham Junior School
Section	
Grade	Scale D – Scale Points 5 and 6
Responsible to	Headteacher/Deputy Headteacher or Class Teacher
Responsible for	
Effective date	

Role and context
<p>Job purpose</p> <ul style="list-style-type: none"> • Under the instruction/guidance of teaching/senior staff, work with individuals/groups to support and implement agreed programmes of work, which includes pupils with SEND and those requiring more specialist support. • To support and enable access to learning for pupils and support to the teacher in the management of pupils and the classroom, which includes behaviour issues.
<p>Other Job Information (e.g. any special factors or constraints)</p> <ul style="list-style-type: none"> • Liaise with teachers, other support staff and professionals, parents/carers as directed. • Work may be carried out in the classroom or other teaching areas.

<p>Principal Accountabilities: Accountability in no order of importance. All elements are fundamental to and contribute to the effective undertaking of the role.</p>
<p>Support for pupils</p>
<p>Attend to the personal and social needs of pupils, administering of first aid, medicine, programmes of care including intimate care.</p>
<p>Support pupils and assist teachers with the development and implementation of support plans including EHCPs.</p>
<p>Set high expectations for pupils to interact and co-operate with the inclusion and acceptance of all pupils.</p>
<p>Supervise and provide support for all pupils, including those with special needs and disabilities, ensuring their safety, access to learning activities, use of equipment and IT resources.</p>
<p>Implement agreed learning activities/ teaching programs, adjusting activities according to pupil responses/ needs in agreement with the teacher.</p>

Employ agreed strategies to recognise and reward progress and achievement, independence, and self-reliance, providing feedback to pupils.

Principal Accountabilities (Continued:)

Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.

Promote positive values, attitudes, and good behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour.

Support for the teacher

Prepare, maintain, and use equipment/ resources/ required to meet the lesson plans/ learning activity of individuals particularly those with SEND/ EHCP.

Work with the teacher to create, plan, maintain and implement learning in a supportive learning environment in accordance with lesson planning and outcomes.

Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement, against pre-determined learning objectives and feedback to the teacher.

Work with identified groups or individuals to deliver established programmes and some specialist support.

Administer routine tests and invigilate exams under the instruction of the teacher.

Support for the school

All pupil and teacher support should comply with all school policies and procedures, statutory guidance, appropriate specialist advice and consider the individual child's needs, particularly in relation to child protection, health and safety and security, confidentiality, and data protection. All concerns should be reported to an appropriate person.

Attend and participate in meetings, training and learning activities and reflect on own strengths and areas of expertise to inform continuing professional development.

Assist with the supervision of pupils out of lesson times, including before and after school and supervise pupils on visits, trips and out of school activities as required.

Person Specification – Qualifications/Experience/Skills/Knowledge

Essential:-

- Good numeracy/literacy skills
- Participation in development and training opportunities provided
- Can use basic IT and other technology effectively to support learning
- Knowledge of relevant policies/codes of practice and awareness of legislation
- Relates well to children and adults
- Can self-evaluate learning needs and seek learning opportunities
- Work constructively as part of a team

Desirable:-

- NVQ 2 in Teaching assistance or experience
- First Aid training
- General understanding of child development and learning