

## Role Profile

<b>Job Title:</b>	<b>Teaching Assistant – level 2</b>
<b>Grade:</b>	<b>D</b>
<b>Reports to:</b>	<b>Headteacher/Deputy Headteacher/Learning Zone Lead / Class Teacher</b>

### 1. Purpose of the Job:

The key focus in this post is to:

- Support the classroom teacher with their responsibility for the development and education of all pupils
- Assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- Provide specialist assistance to pupils with SEND particular help to overcome barriers to learning

Jobholders generally work under the direct supervision of a teacher within the learning environment with the teacher present. However, they may occasionally be required to work outside the classroom for short periods.

### 2. Key accountabilities/duties/responsibilities

#### Support for the Pupils

- Assist students with their educational and social development, on an individual and group basis, under the guidance and supervision of the classroom teacher
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, medical (including epilepsy, asthma and allergy management, enteral feeding) as well as help with social, emotional, welfare and health matters, reporting concerns to the teacher as appropriate. Physically assist pupils in activities (may involve manual handling where support with mobility is required)
- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required.
- Provide support and guidance to all students inside and outside the classroom to enable them to fully participate in activities. All students have SEND (Special Educational Needs) and complex communication difficulties, severe or profound learning difficulties (including autism)
- Outside the classroom, support the supervision of students during non-classroom time, helping to arrange and oversee recreational activities
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Build and maintain successful relationships with students, whilst treating them with respect and consideration
- 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 attainment and progress under the guidance of the teacher
- Ensure that every pupil is ready for the next steps in their learning and is supported to participate in, and contribute to, life in modern Britain
- Have the highest expectation that every student will make sustained academic and personal progress
- Assist with planning, organising and implementing individual development plans for pupils (KPLTs), which could include attendance at and contribution to reviews
- When accompanying teaching staff and pupils on educational visits, trips and out of school activities, support pupils with medical care needs. This may include gastrostomy management, suctioning and tracheostomy care, catheter care, and administering medication, in accordance with an agreed plan, and under the direction of healthcare practitioner and following appropriate training

#### Support for the Teacher

- Assist the teacher with the implementation of teaching and learning plan
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and learning activities and assist with the display of pupils' work
- Support the teaching team in maintaining a supportive, safe and clean classroom environment, helping to organise resources, maintain the overall cleanliness of the learning space
- Use strategies, in liaison with the teacher, to support pupils to achieve goals
- Report pupils' responses to learning activities and record achievement/progress as directed and assist the teacher with the maintenance of pupils' record
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, or concerns
- Promote good pupil behaviour, dealing promptly with dysregulation and incidents in line with the school's policy and encourage pupils to engage in emotional regulation activities

- Provide expertise to deliver a personalised curriculum for each student's learning
- Establish constructive relationships with parents/carers referring any difficult or contentious issues as appropriate
- Support teaching /senior staff with routine administration, such as photocopying, typing, filing, money, administration of coursework
- May evaluate specialist learning activities with the teacher, writing reports and records as required

#### **Support for the Curriculum**

- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- May support the use of ICT in learning activities and develop pupils' competence and independence in its use

#### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, conduct, confidentiality, equal opportunities, behaviour and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference to 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 staff meeting and training session as appropriate to the role
- Participate in training and other learning activities and performance development as required
- Assist with the supervision and support of pupils out of lesson times as appropriate and may work with pupils not working to normal timetable
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Assist with medical visits and special events, such as School Concerts, Plays, Parents / Carers evenings
- Respond to aid call alarms where appropriate

#### **3. Flexibility**

- The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by the line manager.
- This job description is not exhaustive and may change as the post or the needs of the school develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

#### **4. The School's Commitment to Equality**

- To deliver the school's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the workplace and in the services the school delivers.

## PERSON SPECIFICATION

<b>Attitude and Experience</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>● positive, empathetic and caring attitude; we are responsible for the wellbeing, safeguarding and education of our pupils. It is essential that you come to this role with an attitude of care and a desire to help the whole team establish a good learning environment, with a flexible and optimistic outlook that contributes to a positive and creative working environment.</li> <li>● good attendance and timekeeping from previous employment</li> <li>● any previous experience of working with young people with learning difficulties</li> <li>● a commitment to inclusion and equal opportunities</li> <li>● having and showing a flexible and optimistic outlook that contributes to a positive and creative working environment</li> <li>● working in effective teams – meeting declared aims</li> <li>● the ability to self manage under pressure and work sensitively with colleagues, pupils and families</li> </ul>
<b>Knowledge, Skills and Understanding</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>● the ability to relate well to young people and adults and some understanding of the range of needs of young people with learning difficulties</li> <li>● a familiarity with or willingness to learn and extend IT skills</li> <li>● an understanding of the importance of Health &amp; Safety</li> <li>● an understanding of the importance keeping children safe</li> <li>● an understanding of the current national and local education system and the role of SEN schools in delivering pupil's entitlement</li> <li>● an absolute commitment to learning – for self and pupils</li> </ul>
<b>Learning &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>● A degree or equivalent experience/qualifications</li> <li>● Good standards of English and Maths (GCSE or equivalent)</li> <li>● any previous and relevant learning</li> <li>● to be prepared to undertake First Aid at Work Qualification</li> <li>● to be willing to extend own learning and gain further work-related skills and qualifications (such as as Autism Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach</li> </ul>

## Supplementary Information Form

<b>Post Title</b>	<b>Teaching Assistant – level 2</b>
<b>Service Area</b>	<b>Mapledown School</b>
<b>Budget management accountability</b>	No direct budget responsibility but may carry out financial transactions, including handling small amounts of cash, in line with policies and procedures
<b>Staff management accountability</b>	None – though may demonstrate own duties to new staff
<b>Physical effort</b>	<p>An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height</p> <p>Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays</p> <p>May use positive handling in accordance with school policy and after appropriate training</p> <p>May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting equipment</p> <p>May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist</p>
<b>Working environment</b>	<p>Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions</p> <p>May need to attend to a range of personal care, hygiene and medical needs; whilst this may be on a daily basis and sometimes several times a day, it is unlikely to be continuous throughout the working day</p> <p>May experience a range of behaviours of concern from pupils, such as emotional dysregulation, behaviour that challenge, physical outbursts</p>

