

## JOB DESCRIPTION

Post title:	Teaching Assistant ( <i>Level 2</i> )
Location:	Clover Leys Spencer Academy
Salary/Pay range:	NJC 07-11
Hours of work:	Part time, Term time only
Reporting to:	Principal

### Purpose of Role

To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.

To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses; under the overall management and guidance of the class teacher.

To work independently in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.

To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher/HLTA. Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process.

Measurable Performance Objectives for classroom-based Education support professionals will relate to:

- The delivery of high-quality support to children and young people
- Accelerating the progress of groups
- Developing high quality resources

### Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

## Key Duties

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Independently, provide support to individuals and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Plan and evaluate specialist learning activities, preparing reports and records for the teacher as required.
- Promote outstanding pupil behaviour for learning and support social and emotional well-being, reporting any problems to the teacher and/or child Protection Lead as appropriate and in line with school policies.
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Promote and support the role of parent/carers in pupils' learning and enabling constructive information sharing about progress and achievement.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

## Support for the Pupil

- To support the teacher in the delivery of specific Educational Health and Care Plans for those pupils with Special Educational Needs / Disability, in liaison with health care/other professionals.
- Assist pupils with eating, dressing and hygiene as required whilst encouraging independence.
- Provide intimate care and First Aid to pupils as necessary and appropriate.
- Responsible for supervision and safe use of equipment and materials including classroom, PE/games/gymnasium, internally and externally ensuring the careful use of the school premises/site by pupils in your care.
- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.

## Support for the Teacher

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.

- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however, learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.
- Using Teaching and Learning objectives support the teacher in monitoring, assessing and recording of pupil progress/activities, writing reports and records as required.
- Prepare the learning environment and resources as per plans, including photocopying, filing and the display and presentation of pupils work whilst contributing to ensuring a safe environment.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and adjusting where necessary.
- Escort and supervise pupils on educational visits and out of school activities.
- Sourcing and purchase of equipment/resources as directed by the teacher, within a designated budget and assist in the collection/safe storage of monies from pupils/parents as required.

### Support for the Curriculum

- Prepare and effectively use ICT within the classroom environment to support and promote pupils' learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.
- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate.
- Develop and maintain appropriate professional relationships with pupils, teachers, support staff, parents/carers, governors, external professionals and agencies.
- Participate in the delivery of local and national initiatives, as determined by the class teacher.

### Support for the Academy

- Provide short term cover supervision of classes.
- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Contribute to the training and assessment of work experience students and support the work of volunteers as appropriate, within the classroom.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.

### General

- Actively participate in and contribute to staff meetings and INSET
- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Be aware of and comply with all Trust and Academy policies including in particular Health and Safety and Safeguarding.

- To understand your shared responsibility for the health, safety and welfare of all pupils and staff.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Participate in the Academy Professional Performance Review process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre- employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children.

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Name:

Signature:

Date:

Person Specification Teaching Assistant (Level 2)

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	Essential	Desirable
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>• Good standard of education especially with regard to literacy and numeracy skills.</li> <li>• GCSE Maths and English grade C/4 or equivalent</li> <li>• Evidence of additional qualifications suitable to TA role NVQ Level 3 Teaching Assistant or equivalent</li> <li>• Previous experience in an educational environment</li> <li>• Experience in contribution to raising standards by promoting independent learning.</li> <li>• Direct experience of raising pupil attainment through personal intervention</li> <li>• Experience of planning and delivering learning activities for group and individual need.</li> <li>• Relevant experience of building positive relationships with all stakeholders.</li> <li>• Experience of working with children and young people, including children with individual needs and from a range of backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>• Knowledge and understanding of the statutory framework in subject areas and phases supported.</li> <li>• Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning.</li> <li>• Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities.</li> <li>• Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.</li> <li>• Knowledge of stages of child development and individual needs.</li> <li>• Knowledge of appropriate behaviour management practices.</li> <li>• Knowledge of Health and Safety policies and procedures contributing to the maintenance of pupil safety and security.</li> <li>• Knowledge of safeguarding procedures and protocol.</li> <li>• Understanding and awareness of individual needs and ability to adjust communication methods accordingly.</li> <li>• Ability to communicate clearly orally and in writing.</li> <li>• Ability to contribute to the management of pupil behaviour.</li> <li>• Ability to establish positive relationships with pupils, families and colleagues</li> <li>• Aware of techniques necessary to support individual learning needs and development.</li> <li>• Initiative in dealing with day to day issues.</li> <li>• Skills to support the effective use of ICT in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>• Excellent interpersonal skills with the ability to maintain strict confidentiality</li> <li>• A diplomatic and patient approach.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	

<ul style="list-style-type: none"> <li>• Initiative and ability to prioritise own work and that of others to meet deadlines.</li> <li>• Efficient and meticulous in organisation.</li> <li>• Able to follow direction and work in collaboration with the leadership team.</li> <li>• Able to work flexibly, adopt a hands-on approach and respond to unplanned situations</li> <li>• Ability to evaluate own development needs and those of others and to address them.</li> <li>• Be willing to undertake training and development, as necessary,</li> <li>• Commitment to the highest standards of child protection and safeguarding.</li> <li>• Recognition of the importance of personal responsibility for health and safety</li> <li>• Understanding the role of parents/carers and the wider community in education.</li> <li>• Commitment to inclusive education</li> <li>• Commitment to the Trust’s ethos, aims and whole community.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
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