



Teaching Assistant Level 2

Job Description

Protective Ethos

Child Protection and Safety

Spring Common Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are required to promote a school team protective ethos and record all concerns about a child's safety and welfare using 'logging concern forms' and hand in immediately to designated child protection teacher, Julia McIntosh (Kim Taylor, Head Teacher, in her absence).

All staff will follow local safeguarding board inter-agency procedures (www.cambslscb.org.uk) and attend meetings as required by the Head Teacher.

| | Typical Responsibilities |
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| Activities | |
| Support for Learning Activities | 1) Adapt lesson to meet the needs of individuals and groups with a wide range of different abilities, key stages and learning needs; 2) Perform activities with and take responsibility for small groups at different levels who would benefit from extra attention or a different learning approach; 3) Help shape child's learning activities to best support them in reaching individual goals. |
| Pupil Care | Provide specific care to pupils/students with significant care requirements e.g.: 1) Children with autism and or complex needs 2) Individuals with disabilities; 3) Individuals speaking a different language; 4) Individuals from different cultural backgrounds. |
| Pupil Development | Support pupils/students with specific development needs regarding e.g.: 1) Cognitive ability; 2) Learning skills; 3) Children with autism and or complex needs 4) Disabilities; 5) Different languages or cultural assimilation. |

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| Pupil Relationships | Establish and maintain supportive relationships with individual pupils by: 1) Building mutual trust and respect; 2) Being approachable to pupils/pupils who require help; 3) Assertively guiding pupils in school activities; 4) Building sound working relationships (as required) with children, or pupils requiring similar levels of attention. |
| Inclusion | Support inclusion in the classroom by: 1) Ensuring all pupils feel involved with tasks and activities; 2) Encouraging the acceptance and inclusion of individuals with special needs and or disabilities , or with a different language or cultural background. |
| Records / Reporting | 1) Help with essential class records as necessary; 2) Monitor and track progress and feedback on individuals as required; 3) Assist in monitoring Individual Education Plans (IEPs) for pupils with special needs. |
| Planning and Evaluation | 1) Contribute to the planning and evaluation of work programmes for individuals and groups with whom the TA works. 2) Evaluate the success of activities against agreed measures. |
| Learning Environment & Classroom Resources | 1) Have responsibility for managing learning environment and/or classroom resources; 2) Develop learning aids as required to help individual pupils/students. |
| Support Activities | Undertake support activities for class teacher as required (e.g. photocopying, mounting work) |
| Behaviour Management | 1) Anticipate and act to prevent potential problems with individuals/groups; 2) Manage ongoing problems with individuals or groups; 3) Advise teacher of potential problems with individuals or groups. |
| Working Relationships | 1) Attend and actively participate in staff meetings; 2) Take responsibility for own professional development and support others. |
| Pupil Safety and Security | Contribute to the maintenance of pupil/student safety and security. |
| Support Activities | Provide reasonable support services to the school (e.g. answering phones, helping with displays) as necessary within the boundaries of job responsibilities and grade. |
| School Activities | Play a role in facilitating school events. |
| Confidentiality | Observe the school's policy on confidentiality |
| Literacy and Numeracy | Support attainment by: 1) Developing tasks to enhance the learning and attainment of individuals; 2) Providing targeted support to improve attainment of pupils across all applicable ability levels and key stages. |

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| Support use of ICT in the Classroom | Making appropriate use of ICT to enhance and enrich pupil learning and attainment. |
| Enrichment | Contribute skills to the school that help enrich the curriculum (e.g. music, dance, swimming or events). |