

## Job Description

### **POST:** Teaching Assistant Level 2

<b>RESPONSIBLE TO:</b>	The Headteacher, members of the senior leadership team (SLT) and the governing body
<b>SALARY:</b>	Scale point 6-11
<b>LOCATION:</b>	Birchwood Primary school
<b>WORKING PATTERN:</b>	Term Time only, 39 weeks plus training Days
<b>KEY RELATIONSHIPS:</b>	Professional relationships will need to be built and maintained with the class teacher, pupils, other staff in school and parents.
<b>RESPONSIBLE FOR:</b>	The children in the class you are working in under the direction and delegation of the class teacher.

#### **MAIN PURPOSE:**

Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils.

#### **SPECIFIC RESPONSIBILITIES:**

##### **Curriculum support:**

- Contribute to curriculum planning and evaluation and assist in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities and develop pupils' competence and independence in its use.

##### **Support for pupils:**

- Support individuals or groups during independent/group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Occasional support to whole class for short periods.
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/knowledge/training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils in line with the school's relational policy.
- Identify and report uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

### Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and EHCP review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

### Professional development

- Regularly review the effectiveness of your practice and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your practice through participating fully in training and development opportunities identified by the school or as developed as an outcome of your Growing Great People targets

### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher.

### Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.</li> </ul>	
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of the National Curriculum</li> <li>Able to work under the direction of a teacher to deliver exciting and engaging lessons that captivate and inspire the children</li> <li>Experience of working in both Key stages</li> <li>Making adaptations to lessons to meet the needs of all pupils where identified</li> <li>Effective group management skills that lead to calm, productive learning environments</li> <li>Skills of effective feedback</li> <li>Emotional resilience in working with distressed behaviours and an understanding of the range of approaches that can be used to promote appropriate behaviours</li> <li>Able to plan your own work when required</li> <li>Able to put theory into practice</li> <li>Understanding of school policies and how they relate to your role in school</li> <li>Ability to solve problems and use initiative when needed</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with pupils with complex needs</li> <li>Leading extra-curricular activities to enhance the core offer</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Organised - managing workload and deadlines to ensure the smooth running of school</li> <li>• Teamwork - a willingness to support colleagues to ensure the best outcomes for pupils.</li> <li>• Communication - liaising with all stakeholders maintaining professionalism in a timely manner</li> <li>• Flexibility - a willingness to adapt and change as needed in response to situations that arise in school</li> <li>• Commitment to professional development - evidence that you strive to continue to grow as a teaching assistant</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

### Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### **Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.