

## JOB DESCRIPTION AND PERSON SPECIFICATION

<b>POST:</b>	Teaching Assistant Level 2
<b>LOCATION:</b>	Prestley Wood Academy
<b>RESPONSIBLE TO:</b>	Senior Leadership Team
<b>SALARY:</b>	Level 2 - Point 5 to 6 £25,586 pro-rata (actual Salary £21,320) to £25,989 pro-rata (actual Salary £21,655)
<b>HOURS &amp; WEEKS:</b>	32.5 hours a week, term time only plus training days

### Job Purpose

Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school.

Contribute to raising standards of achievement for all pupils.

### Support for Learning Activities

1. Adapt lessons 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.

## **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.

**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).

**Safeguarding our pupils:**

All staff work as part of a team. They are required to support the values and ethos of the academy and trust and school priorities as defined in the School Development Plan and priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of Disclosure and Barring Service check (DBS) to be undertaken. Therefore, it is essential in making your application that you disclose any convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice. The DBS check will reveal both spent and unspent convictions, cautions and bind-overs as well as pending prosecutions, which aren't 'protected' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) and check to establish that a person is not barred from 'regulated' activity as defined by the Safeguarding Vulnerable Groups Act 2006.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

The fact that a pending prosecution, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

In the event of employment being taken up, any failure to disclose relevant convictions will result in dismissal or disciplinary action by the academy.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

The trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

## **Person Specification:**

- 1. Safeguarding children:** All candidates must satisfy the school that they are suitable to work with children with learning difficulties, special needs and disabilities. We need you to be a person of integrity who will always do the right thing to protect and safeguard children in all circumstances.
- 2. Personal fitness and ability:**
  - a) Work with children with interaction on the floor.
  - b) Support children to get up from floor activities.
  - c) Support children who are unpredictable with personal care and hygiene.
  - d) Personal mental health resistance and patience to support children with medical conditions and behaviour difficulties.
  - e) Personal health and physical skills to support physical intervention with children using techniques from accredited Team Teach training.
- 3. Communication skills:** Good levels of English both written and spoken are essential to meet the needs of children that have communication difficulties. The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.
- 4. Inter-personal skills:** The ability to work effectively in a range of teams is essential so we are searching for a candidate who will be willing to support others to meet team aims. It is also important that staff have flexibility of approach and able to respond calmly in changing circumstances to meet the special needs of children.
- 5. Energy and perseverance:** The post requires a high level of patience, personal energy and a positive attitude. You need to be a person with an optimistic outlook and prepared to accept that setbacks might happen before you reach the goal you or your team have set.
- 6. Qualifications:** GCSE English and mathematics or equivalent are essential criteria set by the Cambridgeshire Local Authority for Teaching Assistant Level 2 posts. In very exceptional circumstances the school may consider employment on a Level 1 scale which does not require this standard. In addition we hope candidates will have wider qualifications and either employment or personal experience which will prepare them for a role supporting children.
- 7. Equal opportunities:** The school seeks to offer equal opportunities to all posts.
- 8. Enrichment:** The school is particularly interested in candidates who bring additional qualifications or interests to broaden the curriculum offered to our children e.g. swimming, PE or sports or ICT.
- 9. Professional development:** We expect all staff to take responsibility for their own development and to attend meetings and staff training to develop their expertise and skills or to support their team.

## **Linking to other staff:**

**Class Leader Teaching Assistants:** The staffing structure means each class has a Class Leader Teaching Assistant with responsibility for deployment of tasks agreed by the teacher. As a Level 2 Teaching Assistant you will receive ongoing support and mentoring to fulfil your role both formally and informally.

**Assistant Heads:** Deployment of day to day roles and expectations is managed by the Assistant Heads on a day to day basis. You may receive requests to cover for absent

colleagues or to support individual pupils and this is why flexibility is so important to the school. The Assistant Heads will also be responsible for your annual appraisal and performance management.

**Head Teacher and Deputy Head Teacher:** Although your day to day work will be assigned by your teacher and Class Leader Teaching Assistant or Specialist Teaching Assistants; both Head Teacher and Deputy will be approachable and available to you for ongoing support to work effectively in a special school.