

Job Description

POST TITLE: TEACHING ASSISTANT (LEVEL 2)

MAIN PURPOSE: Working under the direction of the Class Teacher and Special Educational Needs Co-ordinator (SENDCo) to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom.

MAIN RESPONSIBILITIES:

a) Supporting the Children

1. Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for pupils.
2. Take responsibility for adapting and delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed.
3. Encourage and promote the inclusion and acceptance of all pupils.
4. Aid the learning of pupils by:
 - Clarifying and explaining instructions.
 - Ensuring that the child is able to use the equipment and materials provided.
 - Motivating and encouraging the child as required.
 - Supporting pupils in respect of local and national learning strategies, e.g. literacy, numeracy, ICT etc.
 - Developing appropriate resources to support the pupil/pupils.
 - Helping pupils to concentrate and to finish the work set.
 - Liaising with the Class Teacher about individual programmes of work for pupils with SEN.
5. Provide feedback to pupils in relation to progress and achievement under guidance of the Teacher.
6. Attend to any minor first-aid issues and ensure that that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.

b) Supporting the Teacher

1. Organise the learning environment and develop classroom resources as required.
2. Monitor and track progress and provide feedback to assist in developing programmes of work for children with additional needs.
3. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems, etc.
4. Contribute to the management of pupil behaviour, including anticipating and taking action to prevent potential problems arising.
5. Undertake support activities for the teacher as required.

c) Supporting the Curriculum

1. Undertake programmes linked to local and national learning strategies - e.g. literacy, numeracy, KS1&2, Early Years - recording achievement and progress and feeding back to the teacher.
2. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
3. Provide targeted support to enhance learning and improve attainment.

d) Supporting the School

1. Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Accompany staff and pupils on visits, trips and out-of-school activities as required.
3. Develop and maintain effective relationships with other staff, parents and carers.
4. Attend relevant meetings as required.
5. Assist in facilitating school events, e.g. school plays.
6. Supervise the class in the short-term absence of the teacher.

GENERAL NOTES:

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document, Burgundy Book and other conditions of service for teachers and are additional to the general duties and responsibilities of a teacher.
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

Person Specification

POST TITLE: TEACHING ASSISTANT (LEVEL 2)

| Criteria | Essential | Desirable |
|-----------------------------------|---|---|
| Educational Qualifications | <ul style="list-style-type: none"> Level 2/3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing) <p>OR</p> <ul style="list-style-type: none"> NVQ level 4, Childcare in Education, City and Guilds Advanced Certificate in Learning Support <p>OR</p> <ul style="list-style-type: none"> TA NVQ Qualification <p>OR</p> <ul style="list-style-type: none"> GCSE at Grade C and above in Maths and English | <ul style="list-style-type: none"> Educated to degree level |
| Experience | <ul style="list-style-type: none"> Experience of working with children with Special Educational Needs. Experience of working with children in an educational, childcare or healthcare setting. | <ul style="list-style-type: none"> Experience of working with children who have autism and/or PDA. |
| Skills/Abilities | <p>Ability to:</p> <ul style="list-style-type: none"> work with an individual or a group. reinforce teaching points during teacher input. clear up misunderstandings and sort out misconceptions. teach new concepts as agreed with the class teacher. model acceptable behaviour. provide strategies for spelling, reading, number skills. extend children's thinking skills. assess children's understanding of text and reading skills. assess children's understanding of maths concepts. discuss with children their understanding of learning objectives. suggest ways of developing learning. encourage good social skills. update assessments and Individual Education Programmes. liaise with the SENCO and outside agencies. take an active involvement in medium-term planning. | <ul style="list-style-type: none"> Ability to work under pressure Willingness to learn new skills Ability to provide support to less experienced TAs |

| | | |
|------------------------------------|--|---|
| | <ul style="list-style-type: none"> • observe and assess children’s learning and development. • supervise a class for short periods of time. | |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Knowledge and understanding of: - <ul style="list-style-type: none"> • how children develop. • how to support children in literacy and numeracy. • supporting children with Special Educational Needs; | |
| Other Requirements | <ul style="list-style-type: none"> • Reliability • A calm approach • Positive outlook • Maintains confidentiality • Sensitivity and empathy • Enthusiastic • Ability to adapt to a variety of situations • Demonstrates initiative in the classroom • Strong interpersonal skills • Good ICT skills • Willingness to undertake training, as required • Willingness to take a full and active role in school life • Good sense of humour | <ul style="list-style-type: none"> • First-Aid qualification |
| Safeguarding Competencies | <ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other’s feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children | |