

## **JOB DESCRIPTION**

<b>School</b>	BOWNESS PRIMARY SCHOOL
<b>Job Title</b>	TEACHING ASSISTANT LEVEL 2
<b>Grade</b>	D6 – D11
<b>Responsible to</b>	Head Teacher and Senior Leaders

## **PRINCIPAL RESPONSIBILITIES**

### **Summary of Role**

To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To support children in fulfilling their potential in the classroom and beyond.

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils both in groups and with individuals.

Work may be carried out in the classrooms or outside the main teaching area.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

<b>1.</b>	<b>Support for Pupils</b>
1.1	To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported.
1.2	To supervise and provide pupils, ensuring their safety and access to learning activities

1.3	<p>Taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:</p> <ul style="list-style-type: none"> <li>• clarifying and explaining instructions.</li> <li>• ensuring the child is able to use equipment and materials provided.</li> <li>• assisting in weaker areas, e.g., language, behaviour, social skills, reading, spelling, handwriting/presentation.</li> <li>• helping children to concentrate on and finish work set.</li> <li>• meeting physical needs as required whilst encouraging independence.</li> <li>• assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.</li> <li>• developing appropriate resources to support the children.</li> <li>• providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.</li> </ul>
1.4	To establish a constructive relationship with the pupils and interact with them according to individual needs.
1.5	To promote the inclusion and acceptance of all children.
1.6	To set challenging and demanding expectations and promote self-esteem and independence.
1.7	To provide the necessary pastoral care to enable children to feel secure and happy.
1.8	To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
1.9	To be able to support a child on a one-to-one basis including children who may have special educational needs.

<b>2.</b>	<b>Support for Teachers</b>
2.1	Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils.
2.2	Monitor pupil's responses to learning activities and accurately record achievement as directed.
2.3	Provide detailed and regular feedback about the children to the teacher.
2.4	Contribute to the maintenance of children's progress records.
2.5	Participate in the evaluation of the support programme.
2.6	Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour.
2.7	Establish constructive relationships with parents/carers.
2.8	Administer routine tests and undertake routine marking of children's work.
2.9	Support class teachers in photocopying and other tasks in order to support teaching.

<b>3.</b>	<b>Support for the curriculum</b>
3.1	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
3.2	Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher.

3.3	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
3.4	Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

<b>4.</b>	<b>Support for the School</b>
4.1	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
4.2	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
4.3	Contribute to the overall ethos/work/aims of the school.
4.4	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
4.5	Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
4.6	Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
4.7	Deliver out of school learning activities within guidelines established by the school.
4.8	Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

**Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.

**Developing Self and Others** - Ability to critically analyse self and others in order to access relevant training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support others' learning and share learning with others.

## **Person Specification**

### **Qualifications**

- A good level of English and Maths (minimum to GCSE level)
- A Teaching Assistant Level 2 qualification or equivalent/higher is essential (incl QTS)

### **Experience/Knowledge**

- Essential successful recent experience for at least 2 years working as a Teaching Assistant Level 2 with children in a primary setting or achievement of QTS
- Essential successful experience of working across various key stages within primary setting
- Knowledge of the impact of their interventions with children.
- Have an understanding of the importance of lesson planning, ISPs and learning objectives to contribute to learning.
- Knowledge and understanding of the importance of the school's Health and Safety policy
- Understanding of and commitment to work within the scope of the school's equal opportunities policy.
- Knowledge and understanding of working independently.

### **Skills and abilities**

- Ability to work as part of a team.
- Able to communicate effectively with a range of people.
- Excellent listening skills.
- Well organised and practical.
- Ability to diffuse conflict.
- Adaptable and flexible.
- Calm under pressure.
- Able to form and maintain a range of Teaching and Learning strategies.
- Able to form and maintain appropriate professional relationships and boundaries with children and parents.
- Able to organise and deliver classroom activities with small groups.
- Able to implement a range of Teaching and Learning strategies.
- Able to deal with sensitive information in a confidential manner Additional factors
- Have a caring and positive nature.
- Prompt and reliable.
- Prepared to undergo training appropriate to the post.
- Work in line with the school's behaviour policy.
- Work within the guidelines of the Safeguarding Children and Young People's policy.
- Willingness to attend and participate in meetings to review pupil progress.
- Ability to monitor and evaluate pupil performance.