JOB DESCRIPTION

Post Title:	**Teaching Assistant (Level 2)**
Responsible to:	**Executive Headteacher and Executive Principal**
Accountable to:	**Executive Headteacher**
Based:	**Primary Advantage Federation at Gainsborough community primary School**
Contacts:	**Executive Principal, Executive Headteacher, Deputy Headteacher, Assistant Headteacher, Senior Managers, Admin and Finance Manager, other school staff, pupils, the Local Authority, parents and care givers, church, community, and relevant agencies.**
Scale:	**Scale 4 Point 07-10 (23,628.00-24,927 FTE)**

JOB PURPOSE:

- Teaching Assistants are appointed to work with pupils as part of a team under the direction of the Executive Headteacher who is responsible for the overall policy and educational programme. Teaching Assistants work primarily to:
    1. Foster the participation of pupils in the school and academic processes of the school,
    2. Seek to enable pupils to become more independent learners, and
    3. Help to raise standards of achievement for all pupils.

MAIN DUTIES AND RESPONSIBILITIES:

The following duties and responsibilities are based on the National Occupational Standards).

Support for the Pupil:

- To provide specific care for pupils with significant care requirements (eg. statemented children, individuals with disabilities), including supporting pupils with medical needs.
- To help with the care and support of pupils.
- To contribute to the health and well-being of pupils.
- To establish and maintain relationships with individual pupils, groups and parents.
- To support pupils during learning activities by promoting independent learn.
- To support pupils individual learning needs and development, eg. Cognitive and learning skills.
- To assist with the implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Under the direction of Classroom Teacher, to work with small groups of children and to take responsibility for their learning.
- To promote the inclusion and acceptance of all pupils.

- To encourage pupils to interact with others and engage in activities led by the Classroom Teacher.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To deliver pastoral and learning support.
- To deal with minor incidents and the health than hygiene of the children.
- To act as a first aider and complete training necessary.
- To read with individual children and groups and complete reading records as directed by the Classroom Teacher.
- To provide feedback to pupils in relation to progress and achievement under guidance of the Classroom Teacher.

Support for the Teacher:

- To adapt lessons to meet the needs of individuals and groups with a wide range of different abilities, key stages and learning needs.
- To perform activities with, and take responsibility for groups at different levels.
- To make appropriate use of ICT to enhance and enrich pupil learning and attainment.
- To keep records of individual pupil development as required by the school.
- To contribute to the planning and evaluation of learning activities for individuals and groups.
- To monitor and track progress and feedback on individuals as required.
- To administer routine tests and undertake routine marking of pupil's work.
- To provide regular feedback to the Classroom Teacher on pupil's achievement, progress, problems etc.
- To promote good pupil behaviour, dealing promptly with conflicts and incidents in line with the school's behaviour policy and encourage pupils to take responsibility for their own behaviour.
- To support home to school/community links.
- To administer routine tests and exams and undertake routine marking of pupil's work.
- To assist in the preparing and managing of the learning environment and classroom resources and to develop learning aids as required.
- To assist the Classroom Teacher with problems that may arise.
- To undertake support activities for the Classroom Teacher as required.
- To work within an agreed system of supervision with small groups of children and to take responsibility for their learning.

Support for the Curriculum:

- To undertake structured and agreed learning activities/teaching programmes, adjusting the activities according to pupil responses.
- To support the school curriculum including literacy and numeracy activities.
- To undertake programmes linked to local and national learning strategies, eg. literacy, numeracy, KS3 and early years recording achievement and progress and feeding back to the Classroom Teacher.
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in there use.

- To help pupils to develop their literacy and numeracy skills to improve attainment across the curriculum.

Support for the School:

- To develop and maintain positive working relationships with other professionals.
- To attend and actively participate in staff meetings.
- To contribute to the maintenance of pupil safety and security.
- To assist teaching staff in the smooth transition between educational phases.
- To observe and report on pupil's performance and contribute to maintaining pupil records.
- To review and develop own personal and professional practice.
- To liaise effectively with parents/carers and other interested parties.
- To provide reasonable support services to the school, eg. answering telephones, displaying work as necessary.
- To be aware of, and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To contribute to the overall ethos, work and aims of the school.

GENERAL:

- This is not an exhaustive list of duties and responsibilities, and the postholder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the postholder.
- The postholder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and the Confidentiality of Information.
- The postholder may be required to work outside normal school hours on occasion, with due notice.
- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their appointment form and are expected to disclose such information at the appointment interview.
- Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

PERSON SPECIFICATION

Teaching Assistant (Level 2)

	Essential	Desirable	How Tested
Qualifications and Experience	NVQ level 2 or equivalent qualification or experience in a relevant discipline. Numeracy and literacy skills equivalent of at least a National Curriculum level 5. Previous experience of working with children, preferably in a school environment.	Current First Aiders' certificate/training. NVQ2 Teaching Assistant qualification or a willingness to work towards accredited qualification. Previous experience as a Teaching Assistant.	Application Form Certificates Interview (Test)
Knowledge	Possesses a sound understanding of early childhood development and learning. An understanding of issues related to under-achievement and the barriers to learning that some pupils face. An understanding of relevant legislation, policies and codes of practice, eg. child protection, data protection and freedom of information. An understanding of effective teaching and learning programmes and strategies. A good working knowledge of national/foundation stage curriculum and other learning programmes/strategies.	An understanding of how planning and evaluation can support pupil learning.	Application Form Interview References
Communication	Possesses effective verbal communication skills. Presents information and ideas clearly and uses communication appropriate to the audience. Able to create an environment of trust by delivering on promises.	Able to communicate in an additional language.	Application Form Interview References

	Essential	Desirable	How Tested
Communication Cont.	Able to adapt personal style of communication to reflect a situation		

	and/or need. Utilises report writing skills to accurately reflect a situation through positive communication techniques. Able to disseminate information and demonstrates a consultative approach to communication. Able to persuade and influence others effectively. Able to demonstrate tact and diplomacy in communication. Able to relate well to children and adults.		
Skills and Abilities	Exercises flexibility so as to take on changes in work priorities and practices. Able to balance tasks and resources in the organisation of a wide range of activities. Able to provide contingency plans to address the unexpected. Demonstrates clear and logical thinking in working through problems. Able to anticipate workload and plans ahead to manage workload peaks. Able to create a positive attitude within the classroom which encourages enthusiasm and interest in learning. An awareness of the needs of children who have a variety of needs.		Application Form Interview References

	Essential	Desirable	How Tested
Skills and Abilities Cont.	Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Pays attention to detail and checks quality of own work for accuracy. Possesses initiative and can demonstrate accuracy and attention to detail.		
Accountability and Freedom to Act	Able to make routine decisions based upon guidelines and procedures laid down within established frameworks. Leads by example in standards of behaviour in the work environment.		Application Form Interview References
Other	Understands the nature of a Church of England Primary School. Willingness to teach Religious Education (RE) and to attend collective worship to meet the expectations of the Governing Body. Willingness to partake in continuous professional development.		Application Form Interview

Date of Issue: _____

Name of Postholder: _____

Signature of Postholder: _____

Signature of Executive Head: _____