

JOB DESCRIPTION

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| Job Title: | Teaching Assistant Level 2 |
| Job Reference: | SCH014 |
| School: | Bishop Aldhelm's CE Primary School |
| Salary Grade: | D |
| Responsible to: | Headteacher |
| Responsible for: | N/A |

Main Job Purpose

- 1) Work within the school as part of a team, under the general direction of the Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
- 2) Teaching Assistants at this level may work with whole classes, smaller groups or be assigned to work with particular pupils who may have particular requirements or Statements of their Special Needs.

Main Responsibilities and Duties

Support the pupil by:

- 1) Undertaking activities with either individuals or groups of children in order to ensure their safety and facilitating their physical, emotional and educational development.
- 2) Carrying out pre-determined educational activities and work programmes whilst promoting independent learning, including working without the supervision of the teacher as appropriate.
- 3) Regularly utilising appropriate behaviour management skills in line with the school's relevant work policies, as well as those skills necessary to promote children's thinking.
- 4) Working to establish a supportive relationship with the children and parents concerned.
- 5) Encouraging acceptance and inclusion of children with special needs.
- 6) Promoting and reinforcing the children's self-esteem.
- 7) Supervise pupils in designated areas of the school during break time and the lunch hour as required. Ensure their safety, welfare and general conduct through appropriate application of the school's behaviour, health and safety and other relevant policies and procedures. Establish safe and appropriate behaviour by effective intervention or by referring to a senior member of staff in line with the school's behaviour policy.

- 8) When supervising play activities, encourage positive and purposeful play and fitness activities, teaching play skills and specific games as required. Supervise the movement of pupils to and from dining and play areas, including any personal hygiene requirements, as necessary.

Support the teacher by:

- 9) Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
- 10) Keeping such records of the children's development as are required by the school.
- 11) Liaising with teaching staff in the planning and delivery of work programmes for individuals and groups of children. There is limited discretion to vary the programme without prior reference to the teacher.

Support the school by:

- 12) Being aware of and working in accordance with the school's policies and procedures.
- 13) Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.

Support personal development by:

- 14) Participating in the school's appraisal and employee development procedures.
- 15) Attending relevant training and development opportunities as required by the Headteacher.

Generally:

- 16) Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
- 17) Support the school's first aid procedures by taking any immediate action to attend to sickness or accidents, summoning relevant assistance when needed, and reporting accidents/injuries witnessed to the identified First Aider.
- 18) Retain the confidentiality of all aspects of school life.
- 19) Comply with all decisions, policies and standing orders of the school and the Borough of Poole; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- 20) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure, and to meeting the five outcomes of Every Child Matters.

Supervision and Management of People

- 1) Little or no supervisory responsibility other than assisting work familiarisation of peers and new recruits.

Knowledge and Skills

- 1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in schools such as NVQ3, BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
- 2) Experience of working with children in an educational setting is essential.
- 3) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- 4) An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.

Creativity and Innovation

- 1) Within prescribed school guidelines and under the direction of the teacher, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning and play activities.
- 2) Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- 3) The post encompasses a range of tasks involving application of readily understood rules, procedures or techniques.
- 4) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Contacts and Relationships

- 1) Contact with all staff and occasionally with parents and carers to pass on and receive information, advice, guidance, suggestions and ideas.
- 2) Contact with pupils on issues which are generally not contentious but where the outcome may not be straightforward.

Decisions

- 1) Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- 2) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- 3) There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

- 1) Little or no responsibility for physical or financial resources.

Work Environment

- 1) The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- 2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in learning activities, and engaging pupils in play activities and specific games as necessary. There may be an occasional need to move some play equipment, and physically lift pupils for safety or care needs.
- 3) The post holder will be expected to challenge behaviour of pupils.
- 4) There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.

Prepared by: Human Resources
Date: October 2016

PERSON SPECIFICATION

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| Job Title: | Teaching Assistant Level 2 |
| Job Reference: | SCH014 |
| School: | Bishop Aldhelm's CE Primary School |

| ATTRIBUTES | CRITERIA | Level 1 | Level 2 | Level 3 | METHOD OF ASSESSMENT |
|--------------------------------------|---|------------|-------------------------|------------------------|---|
| Experience | <ul style="list-style-type: none"> • Experience of working with children • Experience of working with children in an educational environment • Experience of working with children who have a variety of educational needs | * | * * | * * * | Application form Interview References |
| Qualifications & Training | <ul style="list-style-type: none"> • 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience • Working towards NVQ Level 2 or equivalent • NVQ Level 2 qualification or equivalent • Working towards NVQ Level 3 or equivalent | * * | * * * | * * | Application form Certificates Interview |

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| | <ul style="list-style-type: none"> NVQ Level 3 qualification or equivalent | | | * | |
| Aptitudes & Abilities | <ul style="list-style-type: none"> Excellent verbal communication skills Patience and commitment Ability to remain calm and make decisions whilst under pressure Good organisational and planning skills Excellent evaluation and monitoring skills Ability to work under own initiative Ability to respond sensitively and flexibly to competing demands from pupils Ability to handle confidential information with discretion Ability to supervise and mentor others Ability to cope with personal hygiene needs and respond sensitively to pupils' needs Ability to support children with Special Educational Needs Ability to lead groups of children, applying a wide range of appropriate behaviour and learning strategies for the benefit of the pupil Ability to lead whole classes Ability to engage children in creative and innovative play | <ul style="list-style-type: none"> * | <ul style="list-style-type: none"> * | <ul style="list-style-type: none"> * | Application form Interview References |
| Knowledge | <ul style="list-style-type: none"> Understanding of the school's health and safety policy Understanding of basic first aid procedures Knowledge and understanding of the National Curriculum including literacy and numeracy strategies Understanding of lesson plans Excellent knowledge of the five | <ul style="list-style-type: none"> * * * * * | <ul style="list-style-type: none"> * * * * * | <ul style="list-style-type: none"> * * * * * | Application form Interview References |

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| | <p>outcomes of Every Child Matters</p> <ul style="list-style-type: none"> • Understanding of Individual Learning Plans • Knowledge of school's behaviour and management policy and procedures • Knowledge of Child Safeguarding | * | * | * | |
| Attitude / Motivation | <ul style="list-style-type: none"> • A commitment to developing children as independent learners • A commitment to developing yourself through continuing education and training • Enthusiasm • Empathy • Self motivated • Team player | * | * | * | Application form Interview References |
| Other Factors | <ul style="list-style-type: none"> • A flexible and adaptable approach • Willingness to continue and maintain professional development • Commitment to Equal Opportunities • Enhanced DBS check | * | * | * | Application form Interview References DBS process |