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|  | **Devonshire Road Primary School**  **Teaching Assistant**  **Job Description** |

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| Job Title: | Teaching Assistant Level 2 |
| Grade: | Grade 4 (Point 17-21) |
| Primary Purpose of the Job: | Provide support for individual pupil with an EHCP |
| Responsible to: | Key Stage Deputy Headteacher |
| Principal Responsibilities: | * Provide support for teaching and learning activities * Deliver interventions to groups of pupils * Contribute to children’s development and safeguarding * Provide support to develop the learning environment |

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| Main Duties | | Competency |
| 1. | Provide support for learning activities  * Support the teacher in planning learning activities * Support the delivery of learning activities * Support the teacher in the evaluation of learning activities | STL 1 |
| 2. | Support children’s development  * Contribute to supporting children’s physical development and skills * Contribute to supporting children’s emotional and social development * Contribute to support children’s communicate and intellectual development * Contribute to planning to meet children’s development needs | STL 2 |
| 3. | **Help to keep children safe**   * Prepare and maintain a safe environment * Deal with accidents, emergencies and illness * Support the safeguarding of children from abuse * Encourage children’s positive behaviour | STL 3 |
| 4. | Contribute to positive relationships  * Interact with and respond to children * Interact with and respond to adult * Communicate with children * Communicate with adults | STL 4 |
| 5. | **Provide effective support for colleagues**   * Maintain working relationships with colleagues * Develop your effectiveness in a support role | STL 5 |
| 6. | **Support literacy and numeracy activities**   * Support pupils with activities to develop literacy skills * Support pupils with activities to develop numeracy skills | STL 6 |
| 7. | Support the use of information and communication technology for teaching and learning  * Prepare ICT resources for use in teaching and learning * Support the use of ICT resources for teaching and learning | STL 7 |
| 8. | Use information and communication technology to support pupils’ learning  * Prepare for using ICT to support pupils’ learning * Support pupils’ learning through ICT | STL 8 |
| 9. | Observe and report on pupil performance  * Observe pupil performance * Report on pupil performance | STL 9 |
| 10. | Support children’s play and learning  * Participate in activities to encourage communication and language * Provide opportunities for children’s drama and imaginative play * Encourage children to be creative * Support physical play * Encourage children to explore and investigate | STL 10 |
| 11. | Contribute to support bilingual/multilingual pupils  * Contribute to supporting bilingual/multilingual pupils to develop skills in the target language * Support bilingual/multilingual pupils during learning activities | STL 11 |
| 12. | Support a child with disabilities or special educational needs  * Support a child with disabilities of special educational needs by providing care and encouragement * Provide support to help the child to participate in activities and experiences * Support the child and family according to the procedures of the setting | STL 12 |
| 13. | Support children and young people’s play  * Create a range of environment for children and young people’s play * Offer a range of play opportunities to children and young people * Support children and young people’s right and choices in play * End play sessions | STL 14 |
| 14. | Provide displays  * Set up displays * Maintain and dismantle displays | STL 16 |
| 15. | Invigilate tests and examinations  * Prepare to run tests and examinations * Implement and maintain invigilation requirements | STL 17 |
| 16. | Contribute to maintaining pupil records  * Collect and input pupil data * Contribute to maintaining the record-keeping system | STL 55 |
| 17. | Monitor and maintain curriculum resources  * Monitor and maintain supplies of curriculum resources * Organise and maintain curriculum resources | STL 56 |
| 18. | Escort and supervise pupils on educational visits and out of school activities  * Escort pupils on visits and out-of-school activities * Supervise pupils on visits and out-of-school activities | STL 59 |
| 19. | Deliver and evaluate teaching and learning activities under the direction of a teacher  * Deliver planned teaching and learning activities * Evaluate teaching and learning activities and outcomes | STL 23 |
| 20. | Prepare and maintain the learning environment  * Prepare the learning environment * Prepare learning materials for use  Monitor and maintain the learning environment and resources | STL 31 |

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| Organisational Competencies |
| Valuing Diversity  To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school’s diversity and inclusion policy. |
| Caring for Customers  To provide quality support for teaching and learning. To give parents, families and the community the opportunity to comment or complain if they need to. To work with the school/setting community and do what needs to be done to meet their needs. To inform your manager about what the school/setting community say in relation to the school/setting. |
| Developing Yourself and Supporting Others  To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your professional development plan. To be ready to share learning with others. |
| Health and Safety To operate safely within the workplace with regard to Health and Safety legislation. |
| Confidentiality An acknowledgement of the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information. |
| Energy Efficiency  To promote energy efficiency throughout the workplace and within own area of activity |

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| Prepared by: | Pam Barnes |
| Date: | April 2017 |