### St Stephen’s C E Primary School

**JOB DESCRIPTION**

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| **School** | St stephen’s CE Primary school |
| **Job Title** | Teaching Assistant level 2 |
| **Grade** | GRADE 4 PT 17 (£17222 - PRO RATA 32.17 hours) |
| **Primary Purpose of the Job** | To work with and supervise individuals and groups of children under the direction of teaching staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and to provide assistance and support in classroom management. |
| **Responsible to** | Head Teacher |
| **Responsible for** | n/a |
| **Principal Responsibilities** | Provide support for the pupil, teacher, curriculum and the school |

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| **MAIN DUTIES** | |
| 1. | **Support for the Pupil** |
|  | Establish good working relationships with pupils, acting as a role model. |
|  | Be aware of and respond appropriately to individual pupil needs ensuring effective interaction. |
|  | Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities. |
|  | Promote inclusion and acceptance of all pupils. |
|  | Encourage pupils to interact with others and engage in activities led by the teacher |
|  | Promote self-esteem and independence. |
|  | Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher. |
| 2 | **Support for the teacher** |
|  | Provide minimal administration support. |
|  | Assist with the display of children’s work. |
|  | Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. |
|  | In liaison with the teacher, utilise strategies to support pupils in achieving learning goals. |
|  | Report pupil achievements, progress and issues as appropriate in agreed format. |
|  | Undertake pupil record keeping as requested. |
|  | Administer routine primary tests and invigilate exams. |
|  | Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy. |
|  | Establish constructive relationships with parents/carers. |
| 3 | **Support for the curriculum** |
|  | Undertake structured and agreed learning activities/learning programmes, taking in to account consideration of pupils’ differing learning styles. |
|  | Undertake Maths and English programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher. |
|  | Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. |
|  | Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. |
| 4 | **Support for the school** |
|  | Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the Child Protection policy). |
|  | Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. |
|  | Contribute to the school ethos, aims and development/improvement plans |
|  | Appreciate and support the role of other professionals. |
|  | Attend relevant meetings as required. |
|  | Participate in training and other CPD activities as required. |
|  | Assist with the supervision of pupils out of lesson time, including before and after school if appropriate and within working hours. |
|  | Accompany teaching staff and pupils on visits, trips and out of school activities as required. |
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|  | **Develop self and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others. |
|  | **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 departmental valuing diversity action plan. |

**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.**

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| **Job Description prepared by** | Tony Lasan – Head Teacher |

### St Stephen’s CE Primary School

**PERSON SPECIFICATION**

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| **Job Title** | | | Teaching assistant level 2 | | |
| **STAGE ONE** | | Disabled Candidates are guaranteed an interview if they meet the essential criteria | | | |
| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | | **METHOD OF ASSESSMENT** | |
| **1. Skills and Knowledge** | | | | | | |
| 1.1 | | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | | | | Application Form/Interview |
| 1.2 | | Ability to build effective working relationships with all pupils and colleagues | | | | Application Form/Interview |
| 1.3 | | Ability to promote a positive ethos and model positive attributes | | | | Application Form/Interview |
| 1.4 | | Good communication skills | | | | Application Form/Interview |
| 1.5 | | General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area) | | | | Application Form/Interview |
| 1.6 | | General awareness of inclusion within a school setting | | | | Application Form/Assessment |
| 1.7 | | Effective use of ICT to support learning | | | | Application Form/Interview |
| 1.8 | | 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. | | | | Application Form/Interview |
| 1.9 | | **Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise and to support others’ learning and share learning with others | | | | Application Form/Interview |

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| **2. Experience/Qualifications/Training etc.** | | |
| 2.1 | Teaching Assistant Level 2 or equivalent. | Application Form/Interview |
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| 2.2 | Willingness to participate in relevant training and development opportunities | Application Form/Interview |

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| **3. Work Related Circumstances – Professional Values & Practices** | | |
| 3.1 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

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| **Person Specification prepared by** | Tony Lasan – Head Teacher |