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| **JOB DESCRIPTION**  **Department: Turton School**  **Job Title: Teaching Assistant Level 2**  **Grade: Grade 4 SCP 17 – 21**  **Responsible to: Learning Support Manager** |
| **PRINCIPAL RESPONSIBILITIES** |
| **LEVEL 2** - To work under the instruction/guidance of the Learning Support Manager to undertake work/care/support programmes in support of the teacher/SENCO/TA4, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. |
| **MAIN DUTIES** |
| **SUPPORT FOR PUPILS** |
| * Supervise and provide particular support for pupils, primarily those with special needs, ensuring their safety and access to learning activities    Assist with the development and implementation of Personal Learning Plans and Personal Care Programmes   Establish constructive relationships with pupils and interact with them according to individual needs   Promote the inclusion and acceptance of all pupils   Encourage pupils to interact with others and engage in activities led by the teacher   Set challenging and demanding expectations and promote self-esteem and independence   Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/SENCO/TA4 |
| **SUPPORT FOR THE TEACHER** |
| * Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans    Use strategies, in liaison with the teacher, to support pupils to achieve learning goals   Assist with the planning of learning activities   Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed   Provide detailed and regular feedback to teachers/SENCO/ TA4 on pupils’ achievement, progress, problems etc.   Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour   Establish constructive relationships with parents/carers   Administer routine tests and invigilate exams and undertake routine marking of pupils’ work   Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc. |
| **SUPPORT FOR THE CURRICULUM** |
| * Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses    Undertake programmes linked to local and national learning strategies e.g. literacy, SEAL, numeracy, recording achievement and progress and feeding back to the teacher/SENCO/TA4   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 |
| **SUPPORT FOR THE SCHOOL** |
| * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person    Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop   Contribute to the overall ethos/work/aims of the school   Appreciate and support the role of other professionals   Attend and participate in relevant meetings as required   Participate in training and other learning activities and performance development as required.   Assist with the supervision of pupils out of lesson times (including before and after school and at break/lunchtime where this is a defined requirement of the role).   Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher/SENCO/TA4   * Be aware of learning objectives detailed in pupil statements * Other relevant duties commensurate with the grade of the role |
| |  | | --- | | **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 |  |  |  | | --- | --- | | Date Job Description Prepared/Updated | July 2016 | | Job Description Prepared By | SG/AD | |

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| **PERSON SPECIFICATION**  Minimum Essential unless (D) which indicates desirable | | **METHOD OF ASSESSMENT** |
| **Experience** | * Working with or caring for children of relevant age | Interview/ application Form |
| **Qualifications** | * Good numeracy/literacy skills    NVQ 2 for Teaching Assistants or equivalent qualifications or experience   Training in the relevant learning strategies e.g. literacy | Interview/ application Form |
| **Knowledge & Skills** | * Effective use of ICT to support learning    Understanding of relevant polices/codes of practice and awareness of relevant legislation   General understanding of national/foundation stage curriculum and other basic learning programmes/strategies   Basic understanding of child development and learning   Ability to self-evaluate learning needs and actively seek learning opportunities   * Shows commitment to training on departmental and whole school issues    Ability to relate well to children and adults   * A positive interest in working with children * Ability to get the best out of children    Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these   * Shows commitment to training on department and whole school issues * Commitment to school improvement | Interview/ application Form |

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| **Personal Style and Behaviour** | * Adaptability/flexibility * Able to work on own and as part of a team * Ability to build good working relationships with a range of colleagues. * A clear communicator * Ability to work calmly and with patience * Resilience to cope with the demands of the post * Conduct oneself in a professional manner at all times * Tact and diplomacy in all interpersonal relationships with public, pupils and colleagues at work * Self-motivation and personal drive to complete tasks to required timescales and quality standards * Flexibility to adapt to changing workload demand and new school challenges * Personal commitment to ensure provision of support is equally accessible and appropriate to meet the diverse needs of pupils | Interview/ application Form |
| **Valuing Diversity** | See Job Description | Interview and application form |
| **Caring for Customers** | See Job Description | Interview and application form |
| **Developing Self and others** | See Job Description | Interview and application form |
| **Health and Safety** | See Job Description | Interview |
| **Confidentiality** | See Job Description | Interview |
| **Energy Efficiency** | See Job Description | Interview |