

# Bolton Council

## JOB DESCRIPTION

<b>Department</b>	SCHOOLS HR
<b>Job Title</b>	TEACHING ASSISTANT LEVEL2
<b>Grade</b>	4
<b>Primary Purpose of the Job</b>	To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.
<b>Responsible to</b>	Head Teacher
<b>Responsible for</b>	n/a
<b>Principal Responsibilities</b>	Provide support for the pupil, teacher ,curriculum and the school

### 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 clerical/administration support (e.g photocopying, typing, filing, collecting money etc)  
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 pupil learning styles

Undertake literacy/numeracy 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 policy concerned)

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 learning activities as required

Assist with the supervision of pupils out of directed 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

**Customer Care** - To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

**Develop oneself 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.**

**Date Job Description prepared/updated**

13 February 2004

**Job Description prepared by**

Kathryn Ball

# Bolton Council

## PERSON SPECIFICATION

**Department**               SCHOOLS HR  
**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
<b>1. Skills and Knowledge</b>		
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 role model positive attributes	Application Form/Interview
1.4	Good personal numeracy and literacy skills	Assessment
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, especially within a school setting	Application Form/Assessment
1.7	Effective use of ICT to support learning	Application Form/Interview
1.8	<b>Customer Care</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Application Form/Interview
1.9	<b>Valuing Diversity</b> - 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

1.10	<b>Developing Self and Others</b> - 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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<b>2. Experience/Qualifications/Training etc</b>		
2.1	Minimum of 2 years experience of working with &/or caring for children within specified age range/subject area and NVQ2 or equivalent in teaching assistance	Application Form
2.2	Requirement to complete Level 2 Teaching Assistant training/DfES Teacher Assistant Induction Programme	Interview/on request
2.3	Willingness to participate in relevant training and development opportunities	Application Form/Interview

<b>3. Work Related Circumstances – Professional Values &amp; Practices</b>		
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

**STAGE TWO** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

<b>ADDITIONAL REQUIREMENTS</b>		<b>METHOD OF ASSESSMENT</b>
<b>1. Skills and Knowledge</b>		
1.1	Experience of resources preparation to support learning programmes	Application Form
1.2	Understanding of other basic technology – video, photocopier	Application Form

<b>2.</b>	<b>Experience/Qualifications/Training etc</b>	
2.1	Minimum of 2 years experience of working with &/or caring for children within specified age range/subject area and NVQ2 or equivalent in teaching assistance <b>within an educational setting</b>	Application Form
2.2	Training in the literacy/numeracy strategy	Application Form
2.3	Training in special educational needs strategies	Application Form
2.4	Willingness to undertake appointed person certificate in First Aid	Interview

Note to Applicants: <b>Please try to show in your application form, how best you meet these requirements</b>
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**Date Person Specification prepared/updated**

13 February 2004

**Person Specification prepared by**

Kathryn Ball