



Job Description

Role Title:	Teaching Assistant Level 2		
Job purpose:	To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for students and to assist in the management of students throughout the school. Work may be carried out in the Inclusion unit, the classroom or outside the main teaching area.		
Reporting to:	SENCO, Assistant Headteacher		
Responsible for - Staff	n/a		
Liaising with:	Subject Teachers, other Support staff		
Grade of post/Salary:	G3 pro rata	Gauge	
Hours:	25 hours per week, term time only		
Contract:	Temporary		
Disclosure level:	Enhanced		
Base	Bedford High School		
Date:	June 2018		

Job Outline

SUPPORT FOR STUDENTS:

- Provide pastoral support for students
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students 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 students in relation to progress and achievement under guidance of the teacher

SUPPORT FOR TEACHERS:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students' achievement, progress and problems
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers

- Administer routine tests and invigilate exams and undertake routine marking of students' work
- Provide clerical/admin support, for example, photocopying, basic typing, filing, money, administer coursework

SUPPORT FOR THE CURRICULUM:

- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Deliver programmes linked to local and national strategies, for example, literacy, numeracy, KS3 and early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist students 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 students 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 may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of students out of lesson times, including before and after school as may be reasonably directed
- Accompany teaching staff and students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed
- To manage the school pastoral care function and effectively formulate aims and objectives which are relevant to the needs of the school and students.
- To develop, monitor and implement appropriate strategies for the pastoral care function within the school.
- To identify, monitor and evaluate appropriate strategies for student progress tracking, target setting and mentoring and supervise students when required and liaising regularly with parents/carers.
- Work with the relevant senior manager to identify students who are vulnerable and to formulate appropriate plans to achieve aims.
- Provide formal counselling/mentoring where appropriate.
- To plan and deliver workshop sessions on a range of issues and to plan, lead and deliver extra-curricular opportunities.
- To liaise with and work in conjunction with the multi-agency team.
- To be responsible for the day-to-day management of the pastoral team
- To develop, maintain and implement robust systems in order to record relevant information and to have responsibility for child protection documentation.
- To develop and implement relevant school policies and procedures.
- To monitor and evaluate student attendance and behaviour management systems.
- To contribute to the development of effective links with partner schools, the community.
- To support the school in our promotion of British values in the whole school community.

Other Specific Duties

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in the staff review and development appraisal process.

To promote actively the school's corporate policies.

To supervise students as required.

Health and Safety Training

To undertake Health and Safety Training on areas within the designated work area.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Person Specification / Selection Criteria

Teaching Assistant Level 2

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working and interacting with children of a relevant age and or learning need	E		A, I

B. Training and Qualifications

	Essential	Desirable	Source
NVQ level 2 or equivalent qualification or an comparable level of experience	E		A, I
Basic level of literacy & numeracy	E		A, I
Willingness to undertake further relevant teacher assistant training	E		I
Willingness to undertake basic first aid	E		A, I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of basic Health and Safety		D	A, I
Basic knowledge of how to use ICT to support learning	E		A, I
Understanding of how to use relevant equipment/resources	E		A, I
Some knowledge of children's games and activities	E		A, I
A knowledge of the national/foundation stage curriculum and other basic learning programmes		D	A, I
Understanding of relevant policies, codes of practice and awareness of relevant legislation		D	A, I

Basic understanding of child development and learning processes		D	A, I
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D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to communicate with and relate well to students and adults	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to work in accordance with the schools health and safety policies	E		A, I
Ability to deal with minor injuries		D	A, I
Professional appearance and conduct	E		A, I
A committed lifelong learner willing to undertake further training to suit the needs of the role	E		A, I
Flexibility working outside of normal school hours may be required	E		A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I