

## Job Description Teaching Assistant – Level 2

<b>Reporting to:</b>	Headteacher or other leader as specified by the school
<b>Liaising with:</b>	Pupils, colleagues and parents
<b>Grade/Salary:</b>	Band 2 points 3 - 5 starting at £18562 per annum FTE level  Actual salary for dependant on hours and weeks worked

### Hours of work:

### Overall Purpose of this Post:

To enhance pupil's education, life skills and emotional well-being.

### Major Objectives:

- To support pupils' learning as directed, in context of fostering independence and self-esteem
- To maintain accurate records and assist in administrative tasks.
- To give sound advice to parents/carers for their child's education.
- To support the aims and ethos of the School.
- To set a good example in terms of dress, punctuality and attendance.
- To be proactive in matters relating to health and safety and child protection/safeguarding.
- To provide appropriate supervision to individual or groups of pupils.
- To share and adopt best practice and good ideas with other staff.
- To implement and promote the Trust and the school's policies and procedures relating to all areas of employment and service delivery.

**Summary of job tasks:** The tasks listed are, generally, only those taking at least 10% of the postholder's time.

- Assists in the educational and social development of pupils under the direction and guidance of teachers or advisory staff.
- Assists in the implementation of pupil's Individual Education Programmes & monitors progress.
- Provides support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
- Works with other professionals, such as speech therapists and occupational therapists, etc.
- Assists with administrative tasks, e.g. maintaining pupil records, creating displays of work, etc.
- Supports pupils with emotional or behavioural problems and helps develop their social skills.
- Works with parent/carers to support pupils' learning and behavioural needs.
- Attends team and staff meetings.

### Additional Duties

- Perform any task or duty under the reasonable direction of the Headteacher.

*The St Thomas Aquinas Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced*

*Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.*

*The Trust 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.*

*Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.*

## Level Criteria Matrix

NB each school may issue school specific detailed tasks related to each post – the responsibility level of these tasks will be within the banding

Element	<b>Level 2</b>  <b>Band 2 Points 3 - 5</b>
<b>People Management</b>	<p>Assists with the supervision of individuals (1 to 1), small groups or a class of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime.</p> <p>Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment &amp; guidance.</p> <p>Can remove small groups (up to half of the class), under the direction of the teacher for guided reading, Phonics, Maths and literacy support.</p>
<b>Creativity required</b>	<p>Either working 1 to 1 with a named child or within a class:</p> <p>Assists with the day-to-day management of the learning environment, e.g. care &amp; preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School displays, art area designs, etc.</p> <p>Supports the School in enabling all pupils to access the curriculum.</p> <p>Assists in the management of pupil behaviour.</p> <p>Participates in induction training for teaching assistants and staff review process and makes use of professional development opportunities.</p> <p>Provides comfort and arranges immediate care for minor accidents (excluding duties of designated first aid officer) including tasks connected with the social education of the pupil. Where pupils have SEN that includes the need for personal care, provide this within the H &amp; S guidelines.</p> <p>Provides feedback to the teacher about learning activities.</p> <p>Finds alternatives to the National Curriculum suggestions.</p> <p>Assists in assessment and review of pupils' individual or groups of pupils' progress and statement review meetings.</p> <p>Supports implementation and acts on strategies to manage pupil behaviour.</p>

	<p>Contributes to curriculum planning, evaluation and implementation.</p> <p>Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities.</p> <p>Uses ICT to support children's learning under direction.</p> <p>Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.</p>
<b>Contacts</b>	<p>Main contacts are with pupils and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on pupil issues.</p> <p>Supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids).</p> <p>Provides pupils with the support specified by the teacher.</p> <p>Provides comfort &amp; arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider).</p> <p>Encourages and reinforces positive interaction for pupils with set behaviour targets.</p> <p>Helps parent/carers, e.g. form filling, support agencies, etc.</p> <p>Finds ways to "get through" learning, emotional, physical or behavioural difficulties</p> <p>Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus).</p> <p>Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.</p> <p>Extends play-based learning in indoor and outdoor classrooms.</p> <p>Assists in the development of communication skills &amp; role-play.</p> <p>Assists in pupils' personal, social, emotional and self-esteem development.</p> <p>Deals with family issues, e.g. violence/domestic situations.</p> <p>Appointed person for First Aid in relation to Care plan students/anxious students who may harm themselves.</p>
<b>Decision Making</b>	<p>Works under the overall supervision of the responsible teacher.</p> <p>Reports uncharacteristic behaviour, problems and risks to health to teaching staff.</p> <p>Refers child protection issues/situations to teacher.</p> <p>Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports.</p> <p>Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, early years, EAL etc).</p> <p>Identifies uncharacteristic behaviour, serious problems and possible danger or risks to health to teaching staff.</p> <p>Monitors achievement and feeds back to the teacher.</p>

<b>Objectives</b>	<p>To maintain an up-to-date understanding of the role and responsibilities of their and others' role within the school.</p> <p>To enhance pupils' education, life skills and emotional well-being.</p> <p>To maintain accurate records and confidentiality when and where required</p> <p>To apply the school's, local, and national frameworks or policies relevant to the specialist subject/support provided.</p> <p>To give sound advice to parents/carers for their child's education.</p>
<b>Resources Managed or used</b>	<p>Responsible for the inventory, safekeeping and re-ordering of classroom resources.</p> <p>Uses normal office equipment, laminators, photocopiers, etc.</p> <p>Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc, (ICT, Science and D&amp;T TAs), visual/hearing aids, hoists, wheelchairs, etc.</p> <p>PC &amp; paper records, registers, admission forms, lesson plans, folders, displays, etc</p> <p>Actively involved in the day-to-day management and care of learning resources</p>
<b>Interruptions and conflict situations &amp; frequency</b>	<p>Interruptions are relatively infrequent during class times.</p> <p>A yearly or termly timetable or meetings/visit schedule is normally set out and adjusted either daily, weekly or each half/term.</p> <p>Classes wanting the same resources are resolved by discussion</p>
<b>Physical effort &amp; IT use required</b>	<p>Standing, walking, etc, sitting (often in very small low chairs).</p> <p>Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, etc.</p>
<b>Working conditions</b>	<p>Class, sometimes Gyms, ICT suites, Outdoors, Playgrounds, Noisy children.</p> <p>Occasionally meeting rooms, outdoors, e.g. garden centres- other educational establishments, visits, PE/Sports etc.</p> <p>Available for work/training 195 days a year (pro-rata if working less than a 5 day week, leave is taken during the vacation and half term periods).</p>
<b>Risks encountered</b>	<p>Restraints (courses given) children.</p> <p>Deals with sickness, vomit, spitting, scratching, epilepsy, toilet training/spills, etc.</p> <p>Exposed to instances of physical abuse, bites, cuts, etc.</p>
<b>Knowledge and Skill levels</b>	<p>Sufficient literacy &amp; numeracy skills in order to carry out the duties and understand attended courses, e.g. the mandatory 4-day induction for Teaching Assistants.</p> <p>There are no formal entry qualifications required for this band.</p> <p>Experience of working with children of the age with which the post is concerned.</p> <p>Experience of ICT as a learning tool.</p> <p>Able to relate well to adults and children their learning difficulties and their needs.</p>

	<p>Good communication and interpersonal/listening skills.</p> <p>Able to work effectively in a team.</p> <p>Able to take direction but be prepared to take initiative when required.</p> <p>Able to acquire new skills, be flexible and adaptable and to undertake other appropriate training.</p> <p>Able to establish clear boundaries.</p> <p>Preferably NVQ level 2 or equivalent qualification e.g. Teaching Assistant awards, English GCSE (A*-C), Level 2 Basic Skills Literacy, CACHE Level 2 Certificate in Child Care and Education, etc.</p> <p>Knowledge &amp; understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy.</p> <p>Able to relate policies &amp; frameworks relate to the subjects/support required.</p> <p>Attended some half/full day courses of aspects of the curriculum.</p> <p>Able to plan own work and to exercise initiative and independent action.</p> <p>Able to present information effectively, verbally and in writing.</p> <p>Able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience.</p> <p>Able to work with professionals, parent/carers and to offer ideas.</p>
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