

JOB DESCRIPTION

Job Title:	Level 2 Teaching Assistant
Grade:	Grade 2
Hours:	32.5 hours per week
Contract:	Permanent
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Assistant Head Teacher/Headteacher
Liaison with:	Teaching and support staff, School Improvement Team, Parents, Carers, Students, Advocates, External Stakeholders

This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities

Job Purpose:

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate in line with the vision and ethos of the school and the Arthur Terry Learning Partnership (ATLP).

Key Responsibilities

Support for students

- Support students' learning in the Guided Learning Centre and within a range of classroom settings, including working with individuals and target groups.
- Working with students with complex needs: monitor and provide for their general care, safety and welfare, including undertaking tasks connected with social inclusion.
- Establish productive working relationships with students, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Contribute to students IEPs: reviewing and updating progress, as part of the plan do review cycle - attend review meetings if appropriate.
- Provide feedback to students in relation to progress and achievement.
- Promote the inclusion and acceptance of all students within the classroom, encourage them to interact and work co-operatively with others and to engage in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Working with students with complex needs: monitor and provide for their general care, safety and welfare, including undertaking tasks connected with social inclusion and personal/ physical care.

Support for the teachers

- Within the school's discipline policy, assist with behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Support the organisation of learning activities (including learning environment and resources) in ways which keep students safe, both within the structure of the school day.
- Assisting in the delivery of timely interventions with targeted students, as directed by SENCo/ Assistant SENCo.
- Ensuring that accurate records of support and interventions are kept updated and records of individual student progress.
- Develop ICT resources to help support individual or identified groups of students.
- Support the role of parents in students' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Assisting with ensuring that students with SEND are appropriately supported in examinations and during controlled assessments.

Support for the curriculum

- Support the organisation and manage safely the learning activities, teaching space and resources, taking account of students' interests, language and cultural backgrounds.
- To support the inclusion of vulnerable students in extra-curricular activities and trips.
- Support the deliverance of learning activities to students within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Assist with the appropriate deployment and use of specialist aid/resources/equipment.
- Use ICT effectively to advance learning and develop student' competence and independence in its use.

Support for the school

- Contribute to the overall ethos/work/aims of the school.
- Be aware of and support difference and ensure all students have equal access to opportunities for them to learn and develop.
- Comply with procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the designated person.
- Carry out administrative duties to support teaching and learning within curriculum areas.
- Support in the co-ordination and/ or support a school activity e.g. extra-curricular activities, work experience, home-school liaison, SEND work.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students, in liaison with the teacher.
- Attend and participate in meetings as required.
- Participate in training, other learning activities and performance management as required
- Undertake any other duties commensurate with the duties/responsibilities/grade of the post

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

Responsibility for people: Providing appropriate care/support to students with complex behaviour, learning, and/or health care needs.

Responsibility for physical resources: The post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

Safeguarding and Data Protection

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the Science team, ensuring they follow safeguarding procedures.

Additional conditions

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.

- To take responsibility for becoming familiar with academy polices and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order
<https://www.gov.uk/government/collections/dbsfiltering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

Person Specification: Teaching Assistant Level 2

Method of Assessment: **AF – Application form** **I – Interview** **T- Test**

CRITERIA		M.O.A.
EDUCATION & QUALIFICATION	<ul style="list-style-type: none"> Numeracy and literacy skills equivalent to GCSE grade C or above 	AF/Certs
EXPERIENCE & KNOWLEDGE	<ul style="list-style-type: none"> Experience of working with children or young adults Understanding of the principles with regard to Safeguarding of Children 	AF/I/T
SKILLS AND ABILITIES	<ul style="list-style-type: none"> Ability to work as part of a team Ability to help raise attainment of young people Experience of working with children with SEND Ability to deal with challenging situations Ability to work using own initiative Flexible attitude/approach Willingness to undertake any training relevant to the post 	AF/I/T
OTHER REQUIREMENTS	<ul style="list-style-type: none"> Committed to and able to promote the aims of the school and the values of the school and the Trust Willingness to share expertise, skills, and knowledge 	AF/I
CONTRA INDICATION	<ul style="list-style-type: none"> Positive Disclosure relating to young people or vulnerable adults 	AF/I