

SEFTON METROPOLITAN BOROUGH COUNCIL

JOB DESCRIPTION

School: St Edmund's and St Thomas' RC Primary

Post: Teaching Assistant (Level 2)

Grade: Grade D (SCP 14 – 17) – 30 Hours per week, term time
JE No. A2099

Section:

Responsible to:

Headteacher

Responsible for:

Pupil 1:1

JOB PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/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.

MAIN DUTIES

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 dependant 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 the guidance and direction of the teacher
- Assist with personal self – care skills

Support for the Teacher

- *Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money, etc) – may be deleted if not appropriate to school need.*
- 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 – may be deleted if not appropriate to school need*
- 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

Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes, taking into 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

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 plan
- 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

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.

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PERSON SPECIFICATION

Post: Teaching Assistant (Level 2)

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	Essential (E) or Desirable (D)
<u>Skills</u> <ul style="list-style-type: none"> Ability to work effectively within a team environment, understanding classroom roles and responsibilities Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes Good personal numeracy and literacy skills 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>
<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) General awareness of inclusion, especially within a school setting Experience of resources preparation to support learning programmes Effective use of ICT to support learning Understanding of other basic technology – video, photocopier 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p>
<u>Qualifications and Training</u> <ul style="list-style-type: none"> Minimum 2 years experience of working with and/or caring for children within specified age range/subject area or NVQ II or equivalent in teaching assistance Above within an educational setting Requirement to complete DfES Teacher Assistant Induction Programme Willingness to participate in relevant training and development opportunities Training in the literacy/numeracy strategy Training in special educational needs strategies Willingness to undertake appointed person certificate in first aid administration 	<p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">D</p> <p style="text-align: center;">D</p>
<u>Professional Values and Practice</u> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning Able to improve their own practice through observations, evaluation and discussion with colleagues 	