# SEFTON METROPOLITAN BOROUGH COUNCIL

# JOB DESCRIPTION

**School:**       Waterloo Primary School

**Post:**       Teaching Assistant (Level 2)

**Grade:**       Grade D (SCP 14 – 17) –

               JE No. A2099

**Section:**       SEND

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**Responsible to:**       Class Teacher, SENCO/ASD Base Manager, SLT/Head Teacher

**Responsible for:**       TA duties and work assigned by the class teacher

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## 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 and including the use of accredited Positive Handling techniques when necessary.
- 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

### 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
- 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)

**School:**    **Waterloo Primary School**

(E – Essential  D – Desirable)

| General Heading | Detail | | Examples |
|---|---|---|---|
| **Qualifications & Experience** | Specific qualifications & experience | E | Successful experience working with children in a school/early years environment |
| | | E | Educated to NVQ Level 2 in learning support/early years or equivalent qualification |
| | | E | Experience of working with children on the autism spectrum |
| | Knowledge of relevant policies and procedures | D | Basic knowledge of First Aid and understanding of the School policies & procedures |
| | | D | Paediatric First Aid qualified |
| | Literacy | E | Good reading and writing skills (National qualification Grade C or equivalent) |
| | Numeracy | E | Good numeracy skills (National qualification Grade C or equivalent) |
| | Technology | E | Effective use of ICT to support learning |
| **Communication** | Written | D | Ability to read, write and understand basic reports |
| | Verbal | E | Ability to communicate information clearly and coherently; ability to listen effectively |
| | Languages | E | Overcome communication barriers with children and adults |
| | Negotiating | D | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | E | Understand and implement the school's behaviour management & anti-bullying policies; |
| | Expectations | E | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work |
| | | E | Have high expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements |

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|---|---|---|---|
| | SEND | E | Ability to understand and support children with developmental difficulty or disability |
| | | D | Ability to form and maintain a range of ASD friendly strategies |
| | | E | Ability to form and maintain a range of Teaching and Learning strategies to support all learners, including those with SEND |
| | Curriculum | D | Good understanding of the school/national curriculum including expectations of English and Maths |
| | | D | Experience of resource preparation to support learning programmes |
| | Child development | E | Good understanding of the general aspect of child development & Early Years Ability to assess and monitor progress and performance |
| | Health & well being | E | Understand and support the importance of physical and emotional wellbeing Willingness to support children with personal care when necessary |
| **Working with others** | Working with partners | E | Ability to work effectively within a team environment, understanding classroom roles and responsibilities |
| | | E | Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children |
| | Relationships | E | Ability to establish rapport and respectful and trusting relationships with children, other families and carers and other adults |
| | Team work | E | Ability to work effectively and positively with a range of adults knowing when to seek help and advice |
| | Information sharing | E | Respect confidentiality, know when, how and with whom to share information Ability to follow instructions accurately |
| **Responsibilities** | Organisational skills | E | Good organisational skills Ability to remain calm under pressure |
| | Line management | D | Ability to support the work of volunteers |
| | Time management | E | Ability to manage own time effectively |
| | Problem solving | E | Demonstrate a positive, solution focused approach to resolve routine problems independently |
| **General** | Equalities | E | Awareness of and commitment to equality |
| | Health & safety | E | Basic understanding of health & safety |
| | Child protection | E | Understand **and** implement child |

| | | | protection procedures<br>Understand and implement procedures relating to the Physical Restraint policy and undertake related record keeping |
|---|---|---|---|
| | Confidentiality/data protection | E | Understand procedures and legislation relating to confidentiality and implement them |
| | CPD | E | Be prepared to develop and learn in the role |
| | | E | Ability to improve practice through observations, evaluation and discussion with colleagues |
| | | E | Be willing to undertake and maintain training in Positive Handling, i.e. Team Teach |
| | Performance Management | E | Participate in annual performance appraisal constructively and positively |