



## Teaching Assistant Level 2

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description. The post is subject to enhanced DBS clearance.

<b>Job Title</b>	<b>Teaching Assistant Level 2</b>
<b>Reporting To</b>	<b>Headteacher</b>
<b>Job Purpose</b>	<ul style="list-style-type: none"><li>• To enhance pupil's education, life skills and emotional well-being</li></ul>
<b>Main Duties</b>	<ul style="list-style-type: none"><li>• To support pupils' learning as directed, in context of fostering independence and self-esteem</li><li>• To maintain accurate records and assist in administrative tasks.</li><li>• To give sound advice to parents/carers for their child's education.</li><li>• To support the aims and ethos of the School.</li><li>• To set a good example in terms of dress, punctuality and attendance.</li><li>• To be proactive in matters relating to health and safety and child protection/safeguarding.</li><li>• To provide appropriate supervision to individual or groups of pupils.</li><li>• To implement and promote the Trust and the school's policies and procedures relating to all areas of employment and service delivery</li><li>• To share and adopt best practice and good ideas with other staff.</li></ul>
<b>Summary of Job Tasks</b>	<ul style="list-style-type: none"><li>• Assists in the educational and social development of pupils under the direction and guidance of teachers or advisory staff.</li><li>• Assists in the implementation of pupil's Individual Education Programmes &amp; monitors progress.</li><li>• Provides support for individual pupils inside and outside the classroom to enable them to fully participate in activities.</li><li>• Works with other professionals, such as speech therapists and occupational therapists, etc.</li><li>• Assists with administrative tasks, e.g. maintaining pupil records, creating displays of work, etc.</li><li>• Supports pupils with emotional or behavioural problems and helps develop their social skills.</li><li>• Works with parent/carers to support pupils' learning and behavioural needs.</li><li>• Attends team and staff meetings.</li></ul>
<b>People Management</b>	<ul style="list-style-type: none"><li>• Assists with the supervision of individual, small groups or a class of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime.</li></ul>



	<ul style="list-style-type: none"> <li>• Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment &amp; guidance.</li> <li>• Can remove small groups (up to half of the class), under the direction of the teacher for guided reading, Phonics, Maths and literacy support.</li> </ul>
<p><b>Creativity Required</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Supports the School in enabling all pupils to access the curriculum.</li> <li>• Assists in the management of pupil behaviour.</li> <li>• Participates in induction training for teaching assistants and staff review process and makes use of professional development opportunities.</li> <li>• 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.</li> <li>• Provides feedback to the teacher about learning activities.</li> <li>• Finds alternatives to the National Curriculum suggestions.</li> <li>• Assists in assessment and review of pupils' individual or groups of pupils' progress and statement review meetings.</li> <li>• Supports implementation and acts on strategies to manage pupil behaviour.</li> <li>• Contributes to curriculum planning, evaluation and implementation.</li> <li>• 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.</li> <li>• Uses ICT to support children's learning under direction.</li> <li>• Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.</li> </ul>
<p><b>Decision Making</b></p>	<ul style="list-style-type: none"> <li>• Works under the overall supervision of the responsible teacher.</li> <li>• Reports uncharacteristic behaviour, problems and risks to health to teaching staff.</li> <li>• Refers child protection issues/situations to teacher.</li> <li>• Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports.</li> <li>• Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, early years, EAL etc).</li> <li>• Identifies uncharacteristic behaviour, serious problems and possible danger or risks to health to teaching staff.</li> <li>• Monitors achievement and feeds back to the teacher.</li> </ul>
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• To maintain an up-to-date understanding of the role and responsibilities of their and others' role within the school.</li> <li>• To enhance pupils' education, life skills and emotional well-being.</li> <li>• To maintain accurate records and confidentiality when and where required</li> <li>• To apply the school's, local, and national frameworks or policies relevant to the specialist subject/support provided.</li> </ul>



	<ul style="list-style-type: none"> <li>To give sound advice to parents/carers for their child's education.</li> </ul>
<p><b>Resources Managed or Used</b></p>	<ul style="list-style-type: none"> <li>Responsible for the inventory, safekeeping and re-ordering of classroom resources.</li> <li>Uses normal office equipment, laminators, photocopiers, etc.</li> <li>Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc, (ICT, Science and D&amp;T TAs), visual/hearing aids, hoists, wheelchairs, etc. PC &amp; paper records, registers, admission forms, lesson plans, folders, displays, etc</li> <li>Manages small amounts of Petty Cash.</li> <li>Actively involved in the day-to-day management and care of learning resources</li> </ul>
<p><b>Contacts</b></p>	<ul style="list-style-type: none"> <li>Main contacts are with pupils and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on pupil issues.</li> <li>Supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids).</li> <li>Provides pupils with the support specified by the teacher.</li> <li>Provides comfort &amp; arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider).</li> <li>Encourages and reinforces positive interaction for pupils with set behaviour targets.</li> <li>Helps parent/carers, e.g. form filling, support agencies, etc.</li> <li>Finds ways to "get through" learning, emotional, physical or behavioural difficulties</li> <li>Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus).</li> <li>Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.</li> <li>Extends play-based learning in indoor and outdoor classrooms.</li> <li>Assists in the development of communication skills &amp; role-play.</li> <li>Assists in pupils' personal, social, emotional and self esteem development.</li> <li>Deals with family issues, e.g. violence/domestic situations.</li> <li>Appointed person for First Aid in relation to Care plan students/anxious students who may harm themselves.</li> </ul>
<p><b>Knowledge &amp; Skill Levels</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>There are no formal entry qualifications required for this band.</li> <li>Experience of working with children of the age with which the post is concerned.</li> <li>Experience of ICT as a learning tool.</li> <li>Able to relate well to adults and children their learning difficulties and their needs.</li> <li>Good communication and interpersonal/listening skills.</li> <li>Able to work effectively in a team.</li> <li>Able to take direction but be prepared to take initiative when required.</li> <li>Able to acquire new skills, be flexible and adaptable and to undertake other</li> </ul>



	<p>appropriate training.</p> <ul style="list-style-type: none"> <li>• Able to establish clear boundaries.</li> <li>• 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.</li> <li>• 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.</li> <li>• Able to relate policies &amp; frameworks relate to the subjects/support required.</li> <li>• Attended some half/full day courses of aspects of the curriculum.</li> <li>• Able to plan own work and to exercise initiative and independent action.</li> <li>• Able to present information effectively, verbally and in writing.</li> <li>• Able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience.</li> <li>• Able to work with professionals, parent/carers and to offer ideas.</li> </ul>
<p><b>Risks Encountered</b></p>	<ul style="list-style-type: none"> <li>• Restrains (courses given) children.</li> <li>• Deals with sickness, vomit, spitting, scratching, epilepsy, toilet training/spills, etc.</li> <li>• Exposed to instances of physical abuse, bites, cuts, etc.</li> </ul>
<p><b>Working Conditions</b></p>	<ul style="list-style-type: none"> <li>• Class, sometimes Gyms, ICT suites, Outdoors, Playgrounds, Noisy children.</li> <li>• Occasionally meeting rooms, outdoors, e.g. garden centres- other educational establishments, visits, PE/Sports etc.</li> <li>• 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).</li> </ul>
<p><b>Physical Effort &amp; It Use Required</b></p>	<ul style="list-style-type: none"> <li>• Standing, walking, etc, sitting (often in very small low chairs).</li> <li>• Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, etc.</li> </ul>
<p><b>Interruptions, Conflict Situations &amp; Frequency</b></p>	<ul style="list-style-type: none"> <li>• Interruptions are relatively infrequent during class times.</li> <li>• A yearly or termly timetable or meetings/visit schedule is normally set out and adjusted either daily, weekly or each half/term.</li> <li>• Classes wanting the same resources are resolved by discussion</li> </ul>



## Person Specification

	ESSENTIAL	DESIRABLE
<b>Training &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Experience of working with children in either a paid capacity or as a volunteer</li> </ul>	<ul style="list-style-type: none"> <li>• Studies undertaken beyond GCSE or equivalent.</li> <li>• 2 Years experience of working in school</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Good written and spoken English.</li> <li>• Have own area of strength/hobby e.g. art, music</li> </ul>	<ul style="list-style-type: none"> <li>• How children develop and learn;</li> <li>• Supporting children with Special Educational Needs;</li> <li>• How children learn and how to motivate them</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Work with an individual or a group;</li> <li>• Model acceptable behaviour;</li> <li>• Provide strategies for spelling, reading, number skills;</li> <li>• Ability to work within a team.</li> <li>• An ability to be organized and also creative.</li> <li>• Ability to work/lead small group work and occasional whole class work.</li> <li>• Display work effectively, and make and maintain basic teaching resources.</li> <li>• Accept and respond to authority and supervision;</li> <li>• Work with guidance, but under limited supervision;</li> </ul>	<ul style="list-style-type: none"> <li>• Extend children’s thinking skills;</li> <li>• Knowledge and experience of working with pupils who may have challenging behaviours.</li> <li>• Knowledge of word, excel &amp; publishing software.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to promote the vision and aims of our school.</li> <li>• A well-developed sense of responsibility. Calm under pressure.</li> <li>• Good sense of humour.</li> <li>• Willingness to be led and lead.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of national curriculum and its relevance to children with special needs.</li> <li>• Ability to work in liaison with parents and a variety of professionals.</li> <li>• Monitor, record and make basic assessments about individual progress suggest alternative ways of helping children if they are unable</li> </ul>



		<p>to understand;</p> <ul style="list-style-type: none"><li>• Get involved in professional development, and attend courses</li></ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"><li>• Demonstrate awareness and understanding of the implication of equal opportunities, inclusion and multicultural education.</li></ul>	<ul style="list-style-type: none"><li>• Understand how pupils with special needs may be integrated into the classroom.</li></ul>