

Job Description and Person Specification



POST IDENTIFICATION

Post Title:	Teaching Assistant (Level 2)
Job Evaluation ID:	011SCH
Grade:	4
Directorate:	Education and Corporate Services
Division:	Learning Education and Inclusion
Section:	Schools
Location:	Gilfach Fargoed Primary School
Responsible to:	Headteacher

JOB PURPOSE

Work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

KEY RESULT AREAS

To be determined at local level by the School.

DETAILED TASK PROFILE

Support for pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

Support for teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.

- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to 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 policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

KEY WORKING RELATIONSHIPS

A significant amount of time is spent supporting pupils and working alongside other teaching professionals in a classroom environment.

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

No direct line management responsibility other than assisting in work familiarisation of colleagues and new recruits.

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

Responsibility for the proper use and safekeeping of small items of equipment and low cost materials or for the accurate handling of financial resources.

Data Systems

Responsibility for the safekeeping and manipulation of data/record systems in manual or electronic form.

WORKING ENVIRONMENT

School / classroom based.

ADDITIONAL REQUIREMENTS

Politically Restricted:	No
Disclosure and Barring Service Check:	Enhanced Children
Barred List Check:	Children
Baseline Pre Employment Medical Assessment:	No
Registration:	Education Workforce Council as a School Learning Support Worker

ORGANISATIONAL RESPONSIBILITIES

Understands and demonstrates the principles of confidentiality.

Work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.

Understands and demonstrates commitment to the Council's policies.

Demonstrate commitment to ongoing personal development.

The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	<p>Relevant Level 2 qualification on the Credit and Qualifications Framework for Wales. For example NVQ2 for Teaching Assistants experience.</p> <p>Completion of DfES Teacher Assistant Induction Programme.</p>	
KNOWLEDGE	<p>Training in the relevant learning strategies eg literacy.</p> <p>Appropriate First Aid training.</p> <p>Understanding of relevant polices/codes of practice and awareness of relevant legislation.</p> <p>General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.</p> <p>Basic understanding of child development and learning.</p>	
SKILLS	<p>Good numeracy/literacy skills.</p> <p>Effective use of ICT to support learning.</p> <p>Use of other equipment technology – video, photocopier.</p>	Welsh language skills.
EXPERIENCE	<p>Experience of working with or caring for children of relevant age.</p>	
OTHER	<p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to relate well to children and adults.</p> <p>Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p>	

POST AUTHORISATION

HEAD TEACHER:		DATE:	
MANAGER:		DATE:	
HR:	Leanne Coote/Janine Harrington	DATE:	12/07/2022

POST REVIEW

OFFICER:		DATE:	
OFFICER:		DATE:	
OFFICER:		DATE:	