

DESCRIPTION & PERSON SPECIFICATION

ORGANISATION: St Cuthbert's Roman Catholic Academy Trust

JOB TITLE: Teaching Assistant Level 2
Supporting and Delivering Learning

GRADE: 4

PURPOSE: To 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.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.

SUPPORT FOR PUPILS

1. Supervises and provides particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
2. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
3. Establishes constructive relationships with pupils and interacts with them according to individual needs.
4. Promotes the inclusion and acceptance of all pupils.
5. Encourages pupils to interact with others and engage in activities led by the teacher.
6. Sets challenging and demanding expectations and promotes self-esteem and independence.
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

SUPPORT FOR TEACHERS

8. Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils' work.
9. Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals.
10. Assists with the planning of learning activities.
11. Monitors pupils' responses to learning activities and accurately records achievement/progress as directed.
12. Provides detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
13. Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
14. Participates in discussions with parents/carers under the general direction of a teacher.
15. Administers routine tests and invigilates exams and undertake routine marking of pupils' work.
16. Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer homework etc.

SUPPORT FOR THE CURRICULUM

17. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

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| 18 | Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS2, KS1, early years recording achievement and progress and feeding back to the teacher. |
| 19 | Supports the use of ICT in learning activities and develop pupils' competence and independence in its use. |
| 20 | Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use. |
| SUPPORT FOR THE SCHOOL | |
| 21 | Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. |
| 22 | Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop. |
| 23 | Contributes to the overall ethos/work/aims of the school. |
| 24 | Appreciates and supports the role of other professionals. |
| 25 | Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required. |
| 26 | Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime. |
| 27 | Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher. |

GENERAL:

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| 1. | The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. |
| 2. | The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times. |
| 3. | The postholder must be flexible to ensure the operational needs of the Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Trust. |
| 4 | To promote the Trust's Equal Opportunity Employment Policy. |
| 5. | The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Trust's Health & Safety Policy and Programme. Specific details are outlined in the Trust's Health & Safety Policy. |
| 6. | Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration. |

CONTEXT:

The Trust has a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual pupil needs and aspirations.

The Trust contribution to pupils and community development will be pivotal in achieving city-wide objectives in increasing social inclusion.

Teaching Assistants play a key role in the delivery of broad based and relevant curriculum to meet individual pupil needs.

KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

1. Completion of DfES Teacher Assistant Induction Programme or NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
2. Experience of working with or caring for children of relevant age.
3. Good numeracy/literacy skills (Level 2 or above).
4. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
5. First aid training/training as appropriate.
6. Training in the relevant learning strategies e.g. literacy and numeracy.
7. Effective use of ICT to support learning.
8. Use of other equipment technology – video, photocopier.
9. Understanding of relevant policies/codes of practice and awareness of relevant legislation.
10. General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
11. A knowledge and commitment to safeguarding and promoting the welfare of children and young people.
12. Motivation to work with children and young people.

WORKING RELATIONSHIPS:

INTERNAL

All school staff, pupils, parents, Trustees, the community.

EXTERNAL

Educational support staff, educational support services, other schools and educational establishments, the Trust, other public services and community representatives.

DECISION MAKING:

Makes decisions in connection with all principal accountabilities listed, within current school policies and procedures.

CHALLENGES AND KEY FEATURES:

1. To help raise standards of learning for pupils.
2. To develop and maintain positive relations with pupils and parents/carers.
3. To be committed and motivated to the objective of raising achievement in the school.
4. To have a flexible approach to work as the postholder may be required to alter their hours to meet the operational needs of the school.

INTERPERSONAL SKILLS: Caring/training/communication/persuasive/motivating/counselling skills.

1. Basic understanding of child development and learning.
2. Ability to self-evaluate learning needs and actively seek learning opportunities.
3. Ability to establish good professional and effective working relationships with a range

PERSON SPECIFICATION: Teaching Assistant Level 2 Supporting and Delivering Learning – Grade 4

| <u>REQUIREMENTS</u> | <u>ESSENTIAL</u> | <u>HOW IDENTIFIED</u> | <u>DESIRABLE</u> | <u>HOW IDENTIFIED</u> |
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| RELEVANT EXPERIENCE | Experience of working with or caring for children of relevant age. | Application Form Interview References | Supporting children with English as an additional language Has undertaken structured teaching programmes adjusting activities according to pupils responses | Application Form Interview References Application Form References |
| QUALIFICATIONS | Completion of DfES Teacher Assistant Induction Programme. NVQ 2 for Teaching Assistants or equivalent qualifications or experience. First aid training/training as appropriate. | Application Form and Certificates Application Form and Certificates Application Form and Certificates | Level 2 or above in English and Maths Any language qualification | Application Form and Certificates Application Form and Certificates |

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| <p>SKILLS</p> | <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Motivation to work with children and young people.</p> <p>Good numeracy/literacy skills.</p> | <p>Interview and References</p> <p>Interview</p> <p>Application Form Interview and Certificates</p> | <p>Ability to work independently with groups of pupils inside and outside the main classroom</p> | <p>Application Form and References</p> |
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| <p>KNOWLEDGE</p> | <p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Training in the relevant learning strategies e.g. literacy.</p> <p>Effective use of ICT to support learning.</p> <p>Use of other equipment technology – video, photocopier.</p> <p>Understanding of relevant policies/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>Interview and References</p> <p>Application Form and Interview</p> <p>Application Form</p> <p>Application Form</p> <p>Application form and Interview</p> <p>Application Form and Interview</p> | <p>An awareness of Foundation Stage, Key Stage 1 & 2 curriculum</p> <p>An understanding of the challenges EAL children face</p> <p>Training or experience relevant to supporting children with EAL</p> | <p>Application Form and Interview</p> <p>Application Form and Interview</p> <p>Application Form Interview and References</p> |
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| <p>INTERPERSONAL/ COMMUNICATION SKILLS</p> | <p>Ability to establish good professional and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.</p> <p>Basic understanding of child development and learning.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p> | <p>Application Form Interview and References</p> <p>Interview</p> <p>Interview and References</p> <p>Application Form and References</p> | <p>Enthusiasm and commitment to raise standards</p> <p>Good organisational skills</p> <p>Positive approach to behaviour management</p> <p>Bi-lingual/multi lingual skills</p> <p>Good Verbal and written communication skills</p> | <p>Interview</p> <p>Application Form and References</p> <p>Interview and References</p> <p>Application form and References</p> <p>Application Form and Interview</p> |
| <p>PHYSICAL CHARACTERISTICS (If appropriate)</p> | <p><u>If there are no relevant requirements this section should be removed from the person spec.</u></p> | | | |
| <p>DISCLOSURE OF CRIMINAL RECORD (Please see attached for</p> | <p>Declaration of full details of everything on candidate's criminal record.</p> | <p><u>Application Form (after shortlisting).</u></p> | | |

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| | <p>The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced & Barring List Disclosure from the Disclosure & Barring Service (DBS)*.</p> | <p><u>Disclosure & Barring Service (successful candidate only).</u></p> | | |
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Prepared by: Nicola Marrow
Designation: St Cuthbert's HR Manager

