



## Job Description for Level 2 Teaching Assistant

**Job Title:** Level 2 Teaching Assistant for Early Years

**Responsibilities:** 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.

**Salary:** Scale 2 Point 3-4

**Responsible to:** Headteacher

**Line Management:** Phase Leader

### PRIME OBJECTIVES OF THE POST:

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.

### SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working

### SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

### RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

### RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

### RANGE OF DUTIES:

1. SUPPORT FOR PUPILS
  - 1.1 Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
  - 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
  - 1.3 Promote the inclusion and acceptance of all pupils.

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- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
2. SUPPORT FOR THE TEACHER
  - 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
  - 2.2 Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
  - 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
  - 2.4 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
  - 2.5 Establish constructive relationships with parents/carers.
  - 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
  - 2.7 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
  - 2.8 Assist with the planning of learning activities.
  - 2.9 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
3. SUPPORT FOR THE CURRICULUM
  - 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
  - 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
  - 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
  - 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
4. SUPPORT FOR THE SCHOOL
  - 4.1 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.
  - 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
  - 4.3 Contribute to the overall ethos/work/aims of the school.
  - 4.4 Appreciate and support the role of other professionals.
  - 4.5 Attend and participate in relevant meetings as required
  - 4.6 Participate in training and other learning activities and performance development as required including being trained to administer First Aid to children and being part of a rota of First Aiders in school.
  - 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
  - 4.8 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.
  - 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

**Signed:** \_\_\_\_\_ **(Headteacher)** **Date:** \_\_\_\_\_

**I acknowledge that I have seen and received a copy of the above job description.**

**Signed:** \_\_\_\_\_ **(member of staff)** **Date:** \_\_\_\_\_

**Note 1:** The job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended any time after consultation with you.

**Note 2:** Whilst every endeavour 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, therefore, may have been used above, in which case all the usual associated routines are naturally included in the job description.

**Note 3:** Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

**Note 4:** Russell Hall Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies.

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**Note 5: Russell Hall Primary School is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.**

# Russell Hall Primary School



## PERSONNEL SPECIFICATION –Level 2

**Post Title:** TEACHING ASSISTANT SUPPORTING & DELIVERING LEARNING

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Experience of working with pupils of relevant age, assisting in their development.</li> <li>Experience of working as part of a team.</li> <li>Experience of differentiating for pupils individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in more than one key stage.</li> <li>Experience of assessing and record keeping for the relevant subject / key stage for which you are applying.</li> <li>Experience of working with pupils with additional educational needs, more able, special educational needs.</li> </ul>	Application form & Selection process
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>NVQ 2 for Teaching Assistants or equivalent qualification or experience</li> <li>Qualifications or willingness to gain qualifications relating to post eg health, children, practical skills, first aid.</li> </ul>	<ul style="list-style-type: none"> <li>GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1.</li> <li>Other qualifications relating to post, eg. sports coaching, music, French, IT, etc</li> <li>GCSE Science (or equivalent)</li> <li>Other GCSE qualifications or equivalent.</li> </ul>	Application form & Selection process. Certificates.
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> <li>Evidence of previous personal development.</li> <li>Teaching Assistant Qualification, equivalent to Level 2 or equivalent experience</li> <li>Training or willingness to train in the relevant</li> </ul>	<ul style="list-style-type: none"> <li>Health and Safety training as appropriate.</li> <li>Recent Safeguarding training</li> </ul>	Application form & Selection process

	learning strategies e.g. Talk for Writing, 5 Phase Maths planning and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.		
<b>SPECIAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Understanding of principles of child development and learning processes as appropriate.</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• An understanding of the needs of a multicultural society.</li> <li>• Knowledge of Health and Safety requirements</li> <li>• Knowledge of Behaviour Management.</li> <li>• Effective use of ICT packages.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of all school procedures.</li> <li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</li> <li>• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.</li> </ul>	Application form & Selection process
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.</li> </ul>		Selection process
<b>DISPOSITION - ADJUSTMENT/ ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Ability to understand classroom roles and responsibilities and your own position within these.</li> <li>• Good sense of humour.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Willingness to share knowledge, expertise and experience.</li> <li>• Ability to prioritise conflicting demands and pressures.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to work proactively and independently.</li> </ul>	Willingness and ability to contribute to wider school life.	Selection process

	<ul style="list-style-type: none"> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>		
<b>PRACTICAL &amp; INTELLECTUAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Ability to use other relevant equipment / resources and technology.</li> <li>• Ability to use ICT effectively in relation to the post.</li> <li>• Excellent organisational skills.</li> </ul>		Application form & Selection process
<b>CIRCUMSTANCES - PERSONAL</b>	<ul style="list-style-type: none"> <li>• Will not require holiday leave during term time.</li> <li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (Full DBS check required).</li> </ul>		Selection process.  Sight of appropriate documentation as specified in interview letter
<b>PHYSICAL/SENSORY</b>	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</li> <li>• Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li> <li>• For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.</li> </ul>		Selection process.

Compiled by:	Grade Assessment Date:	Post Grade:	<b>FOR USE BY HUMAN RESOURCES ONLY</b>
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			<p>I confirm this PS has been checked and is appropriate and up to date.</p> <p>Signed:</p> <p>Date:</p>
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