

Job Title: Teaching Assistant - Level 2	Responsible to: Senior Leadership Team
Salary: Grade F - SCP 6 - 11	Working pattern: Part-time
School: Woodloes Primary School	Disclosure level: Recent enhanced DBS
Key relationships: People and Staff	Responsible for: Physical Resources
<p>Main purpose: To work with teachers to support teaching and learning and overcome barriers to learning by working with individuals or small groups of pupils, including those who may have Special Educational Needs and/or Disabilities, under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan.</p>	

Specific Responsibilities:

Support to pupils:

- Support pupils in social and emotional well-being reporting problems to teacher as appropriate
- Support pupils in developing and implementing their own personal and social development including behaviour
- Work with pupils on therapy or care programmes, designed and supervised by a specialist e.g. speech and language support
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Physically assist pupils in activities
- Support pupils in using basic ICT which will support their learning and development
Support independent learning and inclusion of all pupils as required
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Use experience and knowledge to provide appropriate support to pupils in relation to their individual needs
- Work with individual pupils with special educational needs
- May work with pupils for whom English is not their first language
- May assist pupils with eating, hygiene and intimate personal care.
- May assist in the planning and implementation of individual development plans for pupils (such as Individual Educational Plans)

Support to staff:

- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil attainment, progress and behaviour
- Support the teacher in monitoring, assessing and recording pupil progress/activities

- Report problems in pupils social and emotional wellbeing to the teacher as appropriate
- Deal with any immediate problems or emergencies in accordance with school policies
- Complete information on pupil attendance in accordance with the school policy

Support to school:

- Understand the school's policies relevant to the specialist subject/support provided
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate
- Support the use of ICT in the curriculum
- May undertake work to support SATs tests
- May escort and supervise pupils on educational and out of school activities
- May prepare and present displays
- May supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas
- May support the work of volunteers and other teaching assistants in the classroom
- May work with pupils not working to normal timetable

Resources:

- Undertake routine and non-routine admin tasks
- May monitor and manage stock and supplies for the classroom
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- May select, prepare and clear away classroom materials and learning areas ensuring they are available for use

Support to organisation:

- Contribute to the overall ethos/ work/ aims of the trust
- Attend and participate in meetings and participate in training and other learning activities as required
- Understand and comply with policies and procedures relating to child protection, health & safety, security and confidentiality & data protection, reporting concerns to an appropriate person
- Support the reduction of energy and resource usage across the trust
- Ensure you remain up to date with legislative changes and best practise within your field
- Demonstrate duties to new or less experienced staff as required

Safeguarding children:

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty:

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision:

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve.

We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People:

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff:

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

<p>Qualifications:</p>	<ul style="list-style-type: none"> National qualification in supporting teaching and learning level 2 or equivalent Ideally working towards national qualification in supporting teaching and learning level 3 or equivalent Good basic education to GCSE level in Literacy and Numeracy or equivalent
<p>Experience:</p>	<ul style="list-style-type: none"> Experience of working to support children's learning, including those with SEND, gained in a relevant environment
<p>Skills and Knowledge:</p>	<ul style="list-style-type: none"> Knowledge and compliance with policies and procedures relevant to child protection and health and safety Communicating with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary Able to exchange information with staff, parents/carers. Skills to motivate and stimulate learning and ensure appropriate behaviour Requires appropriate understanding of curriculum Able to use ICT effectively to support learning Ability to use standard equipment to support individual needs, following training if required Well-developed interpersonal skills to be able to relate to a wide range of people, including building trusting relationships with children Able to work as part of a team Able to carry out intimate personal care and carry out medical interventions with training

<p>Personal Qualities:</p>	<ul style="list-style-type: none"> • Patient, calm and empathetic in approach • Has a friendly, professional and respectful approach which demonstrates support and shows mutual respect • Open, honest and an active listener • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders • Challenges barriers and blocks to providing an effective service • Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, encouraging others and achieving expectations • Committed to the provision and improvement of quality service provision • Adaptable to change/ embraces and welcomes change and demonstrates flexibility • Act with pace and urgency being playful, energetic, enthusiastic and decisive • Communicates effectively • Ability to learn from experiences and challenges and demonstrate resilience • Committed to continuous development of self and other by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills • Customer focused
<p>Other:</p>	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including an enhanced DBS

	<p>check</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people
--	---