
	Job Description and Person Specification Level 2 Teaching Assistant	
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Post Title:	Level 2 Teaching Assistant
Responsible to:	Higher Level Teaching Assistant
Responsible for:	Implement agreed work programmes with individuals / groups.
Grade	Temporary 1 year contract initially BAND D FTE Salary £18,795 (Actual salary £13,269) 30 hours per week, term time only

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

Main Purpose of Job

To work under the guidance of Teaching staff or Higher Level Teaching Assistants to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources. The role will also include supporting pupils in improving their social skills through good behaviour and play at lunchtimes.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Support for Pupils	A	L	O
1.1	Use specialist (Curricular / Learning) skills / training / experience to support pupils.			✓
1.2	Assist with the development and implementation of individual Education Plans.			✓
1.3	Establish productive working relationships with pupils, acting as a role model and setting high expectations.			✓
1.4	Promote the inclusion and acceptance of all pupils within the classroom.			✓
1.5	Support pupils consistently whilst recognising and responding to their individual needs.			✓

1.6	Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.			✓
1.7	Support pupils in improving their social skills through good behaviour and play at lunchtimes			✓
1.8	Promote independence and employ strategies to recognise and reward achievement of self-reliance			✓
1.9	Provide feedback to pupils in relation to progress and achievement.			✓

2	Support for the Teacher	A	L	O
2.1	Work with the Teacher to establish an appropriate learning environment.			✓
2.2	Work with the Teacher in lesson planning, evaluating and adjusting lesson/ work plans as appropriate.			✓
2.3	Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.			✓
2.4	Provide objective and accurate feedback and reports, as required, to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.			✓
2.5	Be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems / records as requested.			✓
2.6	Undertake keyword marking of pupils' work and accurately record achievement / progress.			✓
2.7	Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.			✓
2.8	Liaise sensitively and effectively with Parents / Carers as agreed with the Teacher within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.			✓
2.9	Administer and assess routine tests and invigilate exams / tests.			✓
2.10	Provide general clerical / administrative support, e.g. administer coursework, produce worksheets for agreed activities etc.			✓

3	Support for the Curriculum	A	L	O
3.1	Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.			✓
3.2	Implement local and national learning strategies, e.g. Literacy, Numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.			✓
3.3	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.			✓
3.4	Help pupils to access learning activities through specialist support.			✓
3.5	Determine the need for, prepare and maintain general and specialist equipment and resources.			✓

4	Support for the School	A	L	O
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 in accordance with policy.			✓
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 / aims of the school.			✓
4.4	Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.			✓
4.5	Attend and participate in relevant meetings as required.			✓
4.6	Participate in training and other learning activities as required.			✓
4.7	Recognise own strengths and areas of expertise and use these to achieve and support others.			✓
4.8	Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.			✓
4.9	Undertake planned supervision of pupils' out of school hours learning activities.			✓
4.10	Supervise pupils on visits, trips and out of school activities as required.			✓
4.11	Take joint responsibility for communal areas – displays/cloakroom areas/ shared work areas so that the tidiness of these areas meets the expectations set out by the school regarding learning environments.			✓
4.12	Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.			✓

5	Generic Duties and Responsibilities			
5.1	Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation.			
5.2	Working knowledge of the national curriculum and other relevant learning programmes / strategies.			
5.3	Understanding of principals of child development and learning processes.			
5.4	Ability to relate well to children and adults.			
5.5	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.			
5.6	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).			
5.7	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.			
5.8	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.			
5.9	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.			
5.10	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.			
5.11	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.			
5.12	Establish constructive relationships and communicate with others (inside and external to the Trust).			
5.13	Organise and support Academy and Trust events as requested.			
5.14	Any other reasonable and appropriate duties as directed by Trust Senior Staff.			

5.15	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all.
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Person Specification

Post: Level 2 Teaching Assistant

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

		Essential	Method of Assessment
1	Qualifications / Training / Experience		
1.1	NVQ Level 2 for Teaching Assistants or equivalent qualifications	✓	AF/CQ
1.2	GCSE Grade C or above in Maths and English	✓	AF/CQ
1.3	Evidence of a commitment to further professional development.		AF/CQ
1.4	Previous experience working with children in a primary setting.	✓	AF/I
1.5	Knowledge and understanding of child development and children's and families' needs.	✓	AF/I
1.6	Safeguarding in a Primary School.	✓	AF/I
1.7	In addition, the TA might have experience of: <ul style="list-style-type: none"> • Working in partnership with parents. • Working with children with specific SEND issues such as ADHD or Dyslexia. • Working with children with SEMH needs. • Working with children with EAL needs. • Developing and implementing IEPs and care plans. 		AF/I
2	Skills and Aptitudes		
2.1	Ability to plan and organise.	✓	AF/I/R
2.2	Ability to recognise and identify problems.	✓	AF/I/R
2.3	Ability to record and pass on information accurately.	✓	AF/I/R
2.4	Ability to cope with many roles/ responsibilities.		AF/I/R
2.5	Understanding of the importance of parental involvement.		AF/I/R
2.6	The TA will be able to: <ul style="list-style-type: none"> • Encourage and enable others to develop their full potential. • Create a happy, challenging and effective learning environment. • Demonstrate commitment to learning from first hand practical experiences. • Assist with the planning of learning objectives. • Provide feedback for children and to the teacher. • Promote the school's aims positively, and use effective strategies to monitor pupil motivation and morale. • Develop good personal relationships within the school team. Establish and develop close relationships with parents, governors and the community. • Communicate effectively to a variety of audiences. 	✓	AF/I
2.7	Ability to build relationships and to lead and work as part of a team.	✓	AF/I/R
2.8	A friendly, helpful, caring and flexible approach.	✓	AF/I/R
2.9	Open-mindedness and patience.	✓	AF/I/R
2.10	A commitment to equal opportunities	✓	AF/I/R
2.11	Ability to maintain confidentiality in all school matters.	✓	AF/I/R
2.12	Ability to stay calm and controlled in stressful situations	✓	AF/I/R
2.13	High levels of self-confidence		AF/I/R

2.14	Ability to relate well to other professionals.		AF/I/R
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or friends.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	AF/I/R
4.2	A good attendance record in current employment, (not including absences resulting from disability)	✓	AF/I/R
4.3	Reasonable personal presentation.	✓	AF/I/R
4.4	Willingness and ability to attend appropriate meetings and training.	✓	AF/I/R
4.5	Flexible approach.		AF/I/R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

6	Effective Behaviours	Method of Assessment
6.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
6.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
6.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
6.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
6.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the school (Trust) and impact of decisions on this.	A/I/R
6.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
6.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
6.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
6.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.