



JOB DESCRIPTION

SCHOOL: St. Mary's R.C. Primary and Nursery School

JOB DESIGNATION: Teaching Assistant Level 2 in Early Years

GRADE: Pt7-10

POST OBJECTIVE/S:

To work under the instruction/guidance of teacher/senior staff to undertake work/care/support programmes, to enable access to learning for pupils who may have additional needs 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.

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS
• Supervise and provide particular support for pupils within the Early Years unit, 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 • Provide feedback to the headteacher and class teacher and SENDCO, in relation to progress and achievement of pupils within the Early Years Unit. • Work independently and collaboratively with the class teacher preparation of resources and delivery of the curriculum. • Advise, demonstrate and assist in the safe and effective use of specialist equipment and resources. • Be proactive in managing pupil behaviour. • Provide intimate care for those children who may require it.
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 feedback to the headteacher, class teacher, in relation to progress and achievement of pupils within the Early Years Unit. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and support pupils to take responsibility for their own behaviour. • Establish constructive relationships with parents/carers • 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 or tasks linked to Early Years targets • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use • Provide support to pupils in specialist areas of learning as required. • Determine the need for specialist equipment and resources to support pupils' learning. • Identify ways to improve pupil performance. • Assess, record and report on the progress of pupils and use this information to extend their learning.
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
PROFESSIONAL DEVELOPMENT
• Participate in training and other professional development as required. • Provide the school with feedback on any training or professional development undertaken. • Report professional development progress to an assigned mentor and set goals for further professional development. • Undertake line management responsibilities of other TAs where appropriate. • Be responsible for disseminating training to other TAs and teaching staff as appropriate. • Act as a point of contact for other professionals, e.g. speech and language therapists, specialists and parents

PERSON SPECIFICATION

TEACHING ASSISTANT LEVEL 2

Personal requirements of a successful postholder

Education/Qualifications/Membership of Professional Institutions (indicate grade)

Good numeracy/literacy skills	E
Willingness to undertake DfES TA induction programme	E
NVQ 2 for Teaching Assistants or equivalent qualifications or experience	E

Specialised Training

Training in the relevant phase / learning strategies e.g. literacy	E
First aid training/training as appropriate	D

Experience

Working with or caring for children of relevant age	E
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Key Skills

Willing to contribute by helping students develop academically, spiritually and morally	E
Effective use of ICT to support learning	E
Effective use of ICT and other appropriate equipment	E
Use of other equipment technology – video, photocopier	E
Ability to self-evaluate learning needs and actively seek learning opportunities	E
Ability to relate well to children and adults	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E

Key Knowledge

Understanding of relevant policies/codes of practice and awareness of relevant legislation	E
General understanding of national/EYFS curriculum and other basic learning programmes/strategies	E
Basic understanding of child development and learning	E

For information

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.