



JOB DESCRIPTION

TEACHING ASSISTANT LEVEL 2

RESPONSIBLE TO:
Headteacher

MAIN CONTACTS:
Headteacher, Class Teacher, Parents/Carers,
External Agencies

JOB PURPOSE

Supported by the classroom teacher, the post holder will be required to maintain the learning environment, assist with planning learning activities and support pupils learning needs. The post holder will also have some responsibility for basic administrative tasks.

MAIN RESPONSIBILITIES

- To create and maintain the learning environment in accordance with lesson plans, ensuring resources are available and cleared away at the end of the lesson to ensure the environment is fit for learning and complies with health and safety
- To be aware of the planning of work and activities and to assist the class teacher in the delivery of learning activities using agreed strategies to support pupils to achieve learning goals
- Undertake structured and agreed teaching programmes providing support to individuals and small groups of pupils to understand the learning activity in order to assist the class teacher in maintaining pupil performance and understanding
- Monitor pupils responses to learning activities accurately reporting achievement, progress or problems and provide detailed feedback on pupil performance so that the class teacher can follow up on any action/further support needed for individual pupils
- To support the class teacher in the organisation and management of pupils to ensure learning activities run smoothly; promoting good behaviour and dealing promptly with incidents in line with established policy encouraging pupils to take responsibility for their own behaviour
- Contribute to and carry out appropriate routine record keeping to ensure records are accurately maintained
- To administer and mark routine tests under the guidance of the class teachers and in line with the schools marking policy
- Assist the class teacher with pastoral care and the implementation of EHCP's to provide a supportive learning environment for pupils where individual needs are met
- Carry out clerical responsibilities to support the class teacher e.g. photocopying, laminating, pupil displays etc



OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.



PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMITMENT & MOTIVATION (LEVEL 2)

- Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility
- Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Trust's aims and objectives
- Engages in every learning opportunity and reflects on and develops own practice
- Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others
- Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions
- Monitors own performance against high standards
- Actively seeks feedback, to inform self-development plans

PROBLEM SOLVING & DECISION MAKING (LEVEL 1)

- Works to general instruction using initiative to make routine decisions within guidelines, with the ability to challenge where appropriate and relevant
- Escalates decisions outside own area of responsibility
- Gathers relevant information to assist good decision making
- Offers ideas on how things could be done differently

PLANNING & ORGANISATION (LEVEL 1)

- Organises and manages own tasks and work time effectively
- Implements operational plans for own areas of responsibility under guidance
- Provides feedback to inform planning
- Prepares resources including where appropriate relevant ICT
- Prepares for a specific activity taking account of varying needs and abilities of stakeholders

IMPLEMENTING CHANGE (LEVEL 1)

- Contributes constructively to support change in own area of work with a view to improving performance
- Uses initiative and knowledge to implement given tasks or plans.
- Identifies and makes recommendations for improving performance in their own area of work
- Approaches change in a positive, flexible and enthusiastic manner

MANAGING OBJECTIVES (LEVEL 1)

- Has a good understanding of own role and carries out task effectively, within deadline, fulfilling short term goals of the team
- Provides agreed feedback of effectiveness and progress
- Recognises the values, learning styles, management styles and ethos of the Academy
- Uses national trends to inform key goals and objectives

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

RAISING STANDARDS (LEVEL 1)

- Contributes to setting individual objectives and agreeing measurable targets
- Collects supporting evidence and agrees success criteria
- Maintains consistent performance
- Remains focused on delivering results
- Takes responsibility for the quality of own work and keeps manager informed of how the work is progressing
- Provides support for learning activities including effective use of ICT to support pupils learning

CUSTOMER FOCUS (LEVEL 2)

- Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.
- Effective at drawing out information and understanding varying needs
- Contributes to planning and assessment of needs
- Observes and reports on progress
- Delivers under direction
- Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress
- Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil & stakeholder requirements
- Responsible for the safeguarding and welfare of pupils
- Has a good understanding of H&S legislation. Produces risk assessments, ensuring a safe working / leaning environment

COMMUNICATION (LEVEL 2)

- Communicates confidently using a variety of methods at different levels of ability and understanding
- Structures discussion in a logical way
- Interprets and analyses information to construct basic written reports including recommendations as appropriate
- Prepares materials for others to use
- Selects the most appropriate communication method for the topic and audience including those with complex needs
- Creates and delivers effective presentations
- Uses appropriate questioning techniques
- Actively listens and encourages open discussion
- Explains this clearly and concisely giving clear instructions

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

IMPACT & INFLUENCE (LEVEL 2)

- Recognises behaviour patterns and implements agreed management strategies.
- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Trust's aims and objectives.

TEAM WORKING (LEVEL 1)

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

QUALIFICATIONS & SKILLS (LEVEL 3)

- NVQ Level 2