

JOB DESCRIPTION

Job Title	Generalist Teaching Assistant (Level 2)		
Location	Primary school		
Reporting to (job title)			
Grade	C	JE Job No.	V0717

POST DETAILS

PURPOSE OF JOB

To work under the instruction guidance of teaching/senior staff 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 may regularly take place outside the main teaching area.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2, TA Model Grading Scheme, (available from HRBP).

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils' work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour

- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests and undertaking routine marking of pupils' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use


Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Person Specification

Attribute	Essential	Desirable	Method of Assessment
Management of staff			
Experience	<ul style="list-style-type: none"> Working with or caring for children of relevant age Basic understanding of child development and learning Knowledge of safeguarding practice in schools Knowledge and understanding of strategies to remove barriers to learning in young people Aware of the principles involved in giving advice and guidance to young people including the place of confidentiality 	<ul style="list-style-type: none"> Experience working with young people in paid or voluntary capacity Experience of working with students with Speech Language and Communication Needs (SLCN) Understanding of relevant policies/codes of practice and awareness of relevant legislation General understanding of national/foundation stage curriculum and other basic learning programmes A knowledge of the rights and responsibilities of parents Knowledge of SEN practices and procedures Good understanding of school structure 	Application Form Interview
Practical Skills		The ability to find creative and imaginative solutions to problems	
Communication	<ul style="list-style-type: none"> To be able to liaise clearly and effectively with mainstream staff, teaching assistants and school staff Ability to fulfil all spoken aspects of the role with confidence and fluency in English be able to liaise confidently and sensitively with parents 		
Personal Qualities	<ul style="list-style-type: none"> The ability to work as part of a team, to understand classroom roles and responsibilities and own position within those 		Application Form Interview

Attribute	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> Willingness to “go the extra mile” to support student achievement Ability to work unsupervised and to plan and prioritise effectively Ensure routine and non-routine correspondence is produced on time The ability to work flexibly to meet the needs of young people Ability to relate well to children and adults 		
Strategic Thinking			
Technology / IT Skills	<ul style="list-style-type: none"> Computer literate with good working knowledge and experience of a range of programs including Microsoft Word and Excel Ability to effectively use ICT to support learning, or to undertake training to do so Ability to use other technology to support learning – e.g. video, photocopier etc. 	Use of wider range of Microsoft programmes	Application Form
Education and Training	<ul style="list-style-type: none"> Qualifications in English Language and Maths to at least GCSE or equivalent Ability to produce articulate and concise written reports on young people within a given timescale Good numeracy/literacy skills Requirement to participate in training/development as/when identified by line manager as essential for performance of the post 	<ul style="list-style-type: none"> Further qualification to A level/level 3 or equivalent Training in the relevant learning strategies e.g. literacy 	Application Form Certificates Interview

Attribute	Essential	Desirable	Method of Assessment
	<ul style="list-style-type: none"> Willingness to participate in other development and training opportunities NVQ2 for Teaching Assistants or equivalent qualifications/ experience Ability to self-evaluate learning needs and actively seek learning opportunities 		
Equal Opportunities	<p>The Harbour Schools Partnership</p>  <p>and its staff have a statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties</p>		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary		OH
Other relevant factors			

Signatures