**<St James the Great RC Primary and Nursery School>**

**St James the Great RC Primary and Nursery School**

**Teaching Assistants – Level 2**

**Role Profile and Person Specification**

**November 2007 (updated August 2020)**

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| **Job Description** |
| **Job Title:** | **Teaching Assistants – General (Level 2)** |
| **School /Academy:** | **<St James the Great RC Primary and Nursery School>** |
| **Grade Range:** | **Grade 3 - Scp 5 – 7** |
| **Hours per week:** | **32.5 hours per week**  |
| **Work Pattern:** | **<Term Time Only>**  |
| **Location:** | **St James the Great RC Primary and Nursery School**  |
| **Reports to:** | **Class Teachers/SENCO/ SLT**  |
| **Responsible for:** | **Planning, delivering, reviewing (including gathering evidence) of work for pupils with additional support needs.**  |
| **Role Purpose and Role Dimensions:** | 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 outside the main teaching area. |
| **Commitment to Diversity:** | As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity. |
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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Support for Pupils** | **This will involve:****Core Duties*** Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
* Setting challenging and demanding expectations and promote self-esteem and independence.
* Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

**Additional Duties*** 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 engage in activities led by the teacher.
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| **Support for the Teacher** | **This will involve:****Core Duties*** Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
* Assisting with the planning of learning activities.
* Monitoring pupils’ responses to learning activities and accurately record 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.

 **Additional Duties*** Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils’ work.
* Establishing constructive relationships with parents/carers.
* Administering routine tests, invigilating exams and undertaking routine marking of pupils’ work.
* Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Support for the Curriculum** | **This will involve:****Core Duties*** Undertaking structured and agreed learning activities/teaching programmes, 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 develop pupils’ competence and independence in its use.

**Additional Duties*** Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.
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| **Support for the School** | **This will involve:****Core Duties*** Participating in training and other learning activities and performance development as required.

**Additional Duties*** Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, 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 and participating in relevant meetings as required.
* Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
* 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.
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| **Green Statement** | **This will involve:*** Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy’s Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.
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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Data Protection** | **This will involve:*** Being aware of the School/Academy’s legal obligations under the Data Protection Act 2018 (the “2018 Act”) and the EU General Data Protection Regulation (“GDPR”) for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
* Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
* Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.
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| **Confidentiality** | **This will involve:*** Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy’s databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement. |
| **Equalities and Diversity** | The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams |
| **Safeguarding** | **This will involve:*** Displays commitment to the protection and safeguarding of children and young people.
* Values and respects the views and needs of children and young people.
* Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.
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| **Customer Care** | **This will involve:*** Ability to demonstrate a commitment to the School/Academy’s Customer Care Policy.
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| **Health and Safety** | Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.  |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **To contribute as an effective and collaborative member of the School Team** | **This will involve:*** Participating in training to be able to demonstrate competence.
* Participating in first aid training as required.
* Participating in the ongoing development, implementation and monitoring of the service plans.
* Championing the professional integrity of the School/Academy
* Supporting Customer Focus, Best Value and electronic management of processes.
* Actively sharing feedback on School policies and interventions
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**PERSON SPECIFICATION – Teaching Assistant; General Level 2 (also working 1:1 with pupils)**

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|  | **ESSENTIAL** | **DESIRABLE** |
| **INITIAL QUALIFICATIONS** | * GCSE or equivalent in English & Maths or demonstrable good English and Numeracy skills.
 | * Paediatric first aid or commitment to undertaking this via school
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| **FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT** |  | * Autism awareness and strategies that can be used to support
* Speech and language experience
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| **EXPERIENCE** | * Successful prior experience as part of a school team engaging with pupils of differing ages and ideally including pupils with additional support needs.
 | * Prior work as a 1:1 Teaching Assistant
* Awareness of the EYFS curriculum and Year 1 curriculum
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| **SKILLS & ABILITIES** | * The ability to create a personalised timetable for 1:1 pupil in partnership with the class teachers and SENCO.
* The ability to plan initially with the teacher; reviewing weekly plans/ schemes of work/ activity sheets, and determine what work is applicable, following differentiation, to be carried out with 1:1 pupils.
* The ability to ensure all materials that are used with 1:1 children are adapted where appropriate to meet the needs of the individual child
* To ensure that interventions that you lead on are uploaded and reviewed on Edukey, seeking support where possible.
* To ensure that the progress of 1:1 pupils is adequately tracked with appropriate evidence keeping
* To ensure strong communication with all relevant stakeholders of 1:1 pupils i.e. the teacher, the SENCO, the parents.
* Feed into the update of insight via liaison with the teacher on progress and attainment of 1:1 pupils.
* To be flexible within role depending on staffing levels and the needs of the class/ year group/ school e.g. where appropriate work with a group of children/ oversee a class.
* To be a problem – solver; have the ability to identify issues, though also the ability to propose what next steps are needed to tackle these and work collaboratively with others on them. To model this quality to colleagues.
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| **OTHER** | * Support all members of staff in understanding the school’s vision for improvement and rationale behind any initiatives.
* A commitment to involve parents, governors and the community in the work of the school.
* To market and publicise the achievements of the school.
* An awareness, understanding and commitment to equal opportunities
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| **Special Conditions** | Enhanced DBS check  |  |