

Merevalley Federation

Role Title: **Teaching Assistant L2**

Grade: **D**

Purpose of job

Support access to learning for pupils and provide general support to the teacher in the management of pupils, both in and out of the classroom.

Working under the guidance and instruction of the class teacher, take a leading role in the planning and evaluation of one or more specific learning activities or teaching programmes.

Key Objectives

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| 1 | Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. |
| 2 | Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate. |
| 3 | Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans, by arranging/providing resources for lessons/activities under the direction of the teacher. Assist with displays. |
| 4 | Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour. |
| 5 | Provide feedback to the pupils in relation to attainment and progress under the guidance of the teacher. |
| 6 | Support pupils in social and emotional well being, reporting problems to the teacher as appropriate. |
| 7 | Assist in escorting and supervising pupils (or independently escort small groups) on educational visits and out of school activities |
| 8 | Attend to pupils' personal needs and implement related personal programmes, including social, medical needs, First Aid, physical, hygiene and welfare matters with appropriate training/support. |
| 9 | Level B duties may be considered to include any of those listed at Level A. |

Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Headteachers may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.

Scope

- Have familiarity with all relevant statements of special educational needs specific to the child
- Assist in the development of individual development plans for pupils (such as Individual Educational Plans)

- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Monitor and manage stock and supplies for the classroom
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions

Work Profile

- No formal supervisory responsibility
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Administer routine tests and invigilate exams and undertake routine marking of pupils work
- Select, prepare and clear away classroom materials and learning areas ensuring that they are available for use, including developing and presenting displays
- Attend to pupils' personal needs and implement related personal programmes, including social, specific medical needs, physical hygiene and welfare matters with appropriate training/support
- To adhere to school local and national authority guidelines, exercising professional discretion at all times.
- 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.
- Participate in training and other learning activities and performance development as required
- Contribute to the overall ethos/work/aims of the school
- Attend relevant meetings
- Maintain confidentiality at all times

Other information

Milton Keynes Council is committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the Council's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

All school-based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Person Specification

| Skills and Knowledge | | | | Level | Assess by; |
|--------------------------------------|---|---|---|----------|---|
| <u>A</u> ttainable | Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time | | | <u>A</u> | A Application I Interview R Reference |
| <u>D</u> esirable | Applications will be preferred from candidates with the denoted qualifications or experience | | | <u>D</u> | |
| <u>E</u> ssential | Applicants without the denoted qualifications or experience will not be considered for this role | | | <u>E</u> | |
| Qualifications | NVQ2 for Teaching Assistants or equivalent qualifications or experience | X | | | A |
| Skills / Experience | Significant experience of working with individuals and groups of children in a classroom setting | | X | | A |
| | | | | | |
| Competencies | | | | Level | Assess by; |
| <u>A</u> wareness | Demonstrable aptitude and ability to develop in the particular work area | | | <u>A</u> | A Application I Interview R Reference |
| <u>S</u> ignificant | Clear competence in the work element sufficient for all role requirements | | | <u>S</u> | |
| <u>E</u> xtensive | Sufficient expertise in the work element to lead and mentor others, and influence policy and practice | | | <u>E</u> | |
| Planning and organising work | Working with the teacher to ensure preparations are made within the classroom for all learning activities on a daily and weekly basis | X | | | I,R |
| Planning capacity and resources | Ensuring adequate resources are available for planned activities | X | | | I,R |
| Influencing and interpersonal skills | Encouraging inclusivity and engagement with all learning activities | X | | | I,R |
| | Ensuring that all communications are tailored to suit the individual child | X | | | I,R |
| Using initiative | Dealing with day to day problems and issues in a confident and creative manner | | X | | I,R |
| Working independently | Able to manage individuals and small groups of learners independently during the school day | | X | | I,R |
| Managing people | Working co-operatively with class colleagues | | X | | I,R |
| Managing resources | Keeping accurate records when required | X | | | I,R |
| | Use and safekeeping of classroom equipment | | X | | I,R |
| Managing risk | Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection. | X | | | I,R |
| Managing oneself | Awareness of opportunities for professional self-improvement | | X | | I,R |