



ST MARY'S COLLEGE

JOB DESCRIPTION & PERSON SPECIFICATION

SECTION: **GRADE: 4**

JOB TITLE: **TEACHING ASSISTANT LEVEL 2** **DATE PREPARED: JUNE 2011**

JOB HOLDER: **REPORTING TO:**

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

PURPOSE: To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for SEN 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

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

Support for pupils

1.	To promote and safeguard the welfare of children and young people.
2.	Supervises and provides specified support for pupils with special educational needs, ensuring their safety and access to learning activities.
3.	Assists with the development and implementation of Individual Education/Behaviour Plans and Pastoral Care programmes.
4.	Establishes constructive relationships with pupils and interacts with them according to individual needs.
5.	Promotes the inclusion and acceptance of all pupils.
6.	Encourages pupils to interact with others and engage in activities led by the teacher.
7.	Sets challenging and demanding expectations and promotes self-esteem and independence.
8.	Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

Support for teachers	
9.	Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils' work.
10.	Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals.
11.	Assists with the planning of learning activities.
12.	Monitors pupils' responses to learning activities and accurately records achievement/progress as directed.
13.	Provides detailed and regular feedback to teachers and parents on pupil achievement, progress, problems etc.
14.	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
15.	Participates in discussions with parents/carers under the general direction of a teacher.
16.	Administers routine tests and invigilates exams and undertake routine marking of pupils' work.
17.	Provides clerical / admin support e.g. photocopying, typing, filing, money, administer coursework etc.
Support for the Curriculum	
18.	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
19.	Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
20.	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
21.	Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
22.	Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
23.	Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop.
24.	Contributes to the overall ethos/work/aims of the school.
25.	Appreciates and supports the role of other professionals.
26.	Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required.

27.	Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
28.	Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on St Mary's College, as your employer and you as an employee of the school. In addition to the School's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's H&S policy

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post holder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

None

2. Responsibility for Customers/Clients:

All school staff, pupils, parents, governors, the community

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

None

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Students in their daily care, colleagues within the SEN department

2. With Any Other Areas

Educational support staff and educational support services

3. With External Bodies to the School

Public services
Community representatives
Local authority

ORGANISATION CHART:

Headteacher

Assistant Headteacher

SENCO

SEN Care Manager

Teaching Assistant – Level 2

	<i>Tick relevant level for each category</i>					Supporting Information (if applicable)	
	Not applicable	Low	Moderate	High	Very High		Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			√			N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>				
1.	Qualifications:			
	Good standard of general education including a good applied literacy and numeracy skills	√		AF / CQ
	NVQ 2 for Teaching Assistants or equivalent qualifications or experience		√	AF / CQ / R
2.	Relevant Experience:			
	Experience working with families and young people		√	AF / I / R
	Recent experience working in an educational environment		√	AF / I / R
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	√		I / R
	Ability to form and maintain appropriate relationships and personal boundaries with children	√		I / R
	Ability to help develop a positive culture of high standards, expectations and achievements	√		I / R
	Ability to help with individual pupil needs and aspirations	√		I / R
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		I / R
	A knowledge of IT		√	AF / I
	A knowledge of First aid		√	AF / I
	A knowledge of Health & Safety		√	AF / I
5.	Interpersonal/Communication Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	√		I / R
	Ability to work constructively as part of a team, understanding classroom roles and working within this position.	√		I / R
	Written Skills			
	Basic written / e-mail correspondence conveying simple instructions, guidance or information	√		AF
6.	Verbal Skills			
	The ability to interact with all, using courtesy, tact, influencing and basic counselling and negotiating skills as required.	√		I / R

PERSON SPECIFICATION		Tick relevant column		List code/s*
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		<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>		
7. Competencies:				
<p>The competencies listed below are all essential requirements for working at school in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.</p>				
Creates, communicates and contributes to the delivery of the vision for the future of St Mary's College		√	N/A	
Strives for excellence; continually looking for ways to improve your own performance and that of the school		√	N/A	
Gathering and analysing information to ensure that decisions are robust and based on thorough analysis.			N/A	
Planning and managing workloads; prioritising activities and ensuring the resources are in place to achieve a successful outcome.		√	N/A	
Communicating openly and honestly; taking time to listen to the needs of others and shaping your message to best convey your position.		√	N/A	
Building and maintaining strong working relationships to help the school deliver a better service to its students		√	N/A	
Are committed to developing your own skills, knowledge and competencies and supporting others in doing the same		√	N/A	
8. Additional Requirements:				
None			N/A	
9. Disclosure of Criminal Record:				
The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement).		√	N/A	CRB Disclosure
If the post holder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.		√	N/A	AF (after short listing)
If the post holder does not require a CRB disclosure the candidate is required to declare unspent convictions only.			N/A	AF (after short listing)