



Danegrove Primary School
Teaching Assistant Job Description Level 2

Purpose

- a teaching assistant providing support to individual pupil(s) with additional needs within a mainstream school

The key focus of jobs in this job is:

- under the direction of teaching staff/senior colleagues, support EHCP pupils with all aspects of their educational development.

Jobholders generally work under the direct supervision of the teacher within the learning environment with the teacher present. However, they may be required to work outside the classroom.

Support for the Pupils

- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required with a particular understanding of supporting children with Downs Syndrome and/or Autism
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for the Teacher

- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the preparation of learning activities
- Report pupils' responses to learning activities and record achievement/progress, as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers, referring any difficult or contentious issues as appropriate
- Assist with the administration and invigilation of routine tests



- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work

Support for the Curriculum

- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans or relevant learning activity and assist pupils in their use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development, as required
- Assist with the supervision of pupils out of lesson times, as appropriate
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Assist with special events, such as School Concerts, Plays, Parents' / Carers' evenings

Knowledge, training and experiences

- Educated to GCSE Grade A-C in English and Mathematics or equivalent
- Likely to have experience of working or volunteering as a Level 1 Teaching Assistant or a similar role
- A working knowledge of strategies to support children with Downs Syndrome and/or Autism
- NVQ 2 in Supporting Teaching in Learning and may be working towards NVQ 3
- Understanding of the national curriculum and relevant school policies
- Computer literate – must have good ICT skills including a working knowledge of Microsoft software
- Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans



- Knowledge of relevant policies and procedures such, as child protection and safeguarding, health and safety, managing behaviour and positive handling
- Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to delivery, with training, any special interventions that are required
- May undertake training as required, such as first aid training, training on ADHD, Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach

Planning, organising and controlling skills

- Work under the supervision of a teacher within learning environment with teacher present but sometimes outside of a classroom
- Carry out a range of duties that are specific in nature, for example preparing the classroom or resources for an activity, recording basic pupil data
- Implement planned learning activities and teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Participate in planning and evaluating learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carer permission has been granted)
- Provide routine information to colleagues, parents / carers within defined guidelines
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided

Initiative and innovation skills

- Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within learning environment with teacher present
- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, confidentiality and data protection

Use initiative and make decisions to:

- Attend to pupils' personal, social and welfare needs, as appropriate
- Assist in the development of Education, Health and Care Plans and other support plans for pupils
- Provide the teacher with feedback on pupil progress, achievements and problems and provide feedback to pupils in relation to attainment and progress
- Carry out structured and agreed learning activities and teaching programmes, amending approach according to pupil progress



- Carry out programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
- Assist with organising and supporting school medical visits, educational visits and special events
- Support the teacher in managing behaviour

Physical effort

- An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil's height
- Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays
- May use positive handling in accordance with school policy and after appropriate training
- May assist pupils with mobility problems, such as pushing a wheelchair
- May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist

Work environment

- Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions
- May need to attend to a range of personal care, hygiene and medical needs possibly including changing nappies and soiled clothing
- May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts
- May occasionally be exposed to challenging parents/carers and occasionally verbal abuse