

WARWICKSHIRE COUNTY COUNCIL

PAY AND CONDITIONS REVIEW PROJECT – PHASE 2

ROLE DESCRIPTORS FOR POSTS IN SCHOOLS

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST TITLE: TEACHING ASSISTANT - Level 2 (generic) **JEID REF: S0052**
POST LEVEL: Band F

BROAD DESCRIPTION:

Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils.

Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support

less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.

- Occasional support to whole class for short periods (eg story reading).
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and statement review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.

Minimum GCSE (or equivalent) English and Maths at grades A-C

Have good communication and listening skills and be able to present information verbally and in writing to others.

Have experience of TA work.

Have attended further training on aspects of the curriculum or areas of specific special need.

Have good level of knowledge and understanding of at least one area of learning (eg . English, maths, science, ey).

Display commitment to the protection and safeguarding of children and young people

Value and respect the views and needs of children

Understand school's policies and how they relate to local and national frameworks/policies (eg child protection, health and safety, equal ops, SEN,).

Can use ICT effectively to support learning and use other technology equipment.
Can plan own work when required.
Can transfer theory/training into practice.
Can solve problems and can exercise initiative and independent action.
Is pro-active in offering ideas.