Job Description

Title: 3 POSTS/VACANCIES
Teaching Assistant (Level 2) Temporary

Salary: Grade 3 (scp 3–5)
£12,483 - £12,988 per annum pro-rata
£9.36 - £9.74 per hour

Required for: September 2020

Hours:

**Post 1 - 27.5 hrs per week (KS2)**
Term-time working 38 weeks per year plus 3 INSET days
*Please note, this post is temporary dependent on funding for a child with particular need. If the funding ceases or the child moves from the school the post will cease.*

**Post 2 - 22.5 hrs per week (KS2)**
Term-time working 38 weeks per year plus 3 INSET days

**Post 3 - 27.5 hrs per week (KS2)**
Term-time working 38 weeks per year plus 3 INSET days
*Please note, this post is temporary dependent on funding for a child with particular need. If the funding ceases or the child moves from the school the post will cease.*

All posts are temporary until 31st August 2021

Accountable to: Headteacher, Deputy Headteacher & Class teacher

Location: Highfield St. Matthew’s C.E. Primary School

Main Purpose:
Under the direction of teaching/senior staff to undertake support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom.

Work under the direction of school staff and through liaison with the wider support services. Flexibility and ability to work in partnership will be key skills as well as an ability to work autonomously when required.

Commitment to pastoral support and a good understanding of autistic and attachment issues are essential. Delivering nurture provision would be desirable.
Main Duties:

- To supervise and provide particular support to a pupil, ensuring their safety and access to learning activities
- To assist with the development and implementation of Individual education/behaviour plans and personal care programmes
- To establish constructive relationships with the supported pupil and interact with them according to individual needs
- To provide specialist support to the supported pupil with barriers to learning on a one to one basis, in a small group or in or out of the classroom
- To promote the inclusion and acceptance of all pupils
- To encourage pupils to interact with others and engage in activities led by the teacher
- To provide feedback to the supported pupil in relation to progress and achievement under guidance of the teacher
- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- To assist with the planning of learning activities and preparation of resources
- To monitor the supported pupil's responses to learning activities and accurately record achievement/progress as directed
- To provide regular feedback to teachers on the supported pupil’s achievement, progress and problems
- Support the use of ICT in learning activities and develop pupils’ competence and independence in its use
- To 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
- To assist with the supervision of pupils out of lesson times, including before and after school as may be reasonably directed
- To accompany teaching staff and pupils on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed
- Contribute to the overall ethos/work/aim of the school and the LDST including participation in school events, possibly outside of working hours
- To uphold the LDST Code of Conduct
- Be aware of and support the difference and ensure all pupils have equal access to opportunities to learn and develop
• To contribute to the development and implementation of relevant policies and procedures
• To be a positive role model at all times
• Embrace and actively take a shared responsibility for your own continuing professional development by participation in a range of appropriate professional development opportunities
• To participate in staff performance management process and be responsible for self-motivation towards agreed targets
• To undertake First Aid and Safeguarding Training as per the school training cycle

Other specific duties
• To carry out the duties in the most effective, efficient and economic manner available
• To work collaboratively with specialist support services
• To undertake Safeguarding training and updates as part of your CPD
# Personal Specification

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<tr>
<th>Essential</th>
<th>Desirable</th>
<th>Source</th>
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</thead>
<tbody>
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<td>A = Application</td>
<td>I = Interview</td>
<td>R = References</td>
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## A Experience
- Experience of working and interacting with children of a relevant age and or learning need
  - Essential (E)
  - Desirable (A, I)

## B Training and Qualifications
- NVQ level 2 or equivalent qualification or an comparable level of experience
  - Essential (E)
  - Desirable (A, I)
- Basic level of literacy & numeracy
  - Essential (E)
  - Desirable (A, I)
- Willingness to undertake further relevant teacher assistant training
  - Desirable (D)
  - Essential (I)
- Willingness to undertake basic first aid
  - Desirable (D)
  - Essential (A, I)

## C Knowledge and Understanding
Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

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- Knowledge of basic Health and Safety
  - Desirable (D)
  - Essential (A, I)
- Basic knowledge of how to use ICT to support learning
  - Essential (E)
  - Desirable (A, I)
- Understanding of how to use relevant equipment/resources
  - Essential (E)
  - Desirable (A, I)
- Some knowledge of children’s games and activities
  - Essential (E)
  - Desirable (A, I)
- A knowledge of the national/foundation stage curriculum and other basic learning programmes
  - Desirable (D)
  - Essential (A, I)
- Understanding of relevant policies, codes of practice and awareness of relevant legislation
  - Desirable (D)
  - Essential (A, I)
- Basic understanding of child development and learning processes
  - Desirable (D)
  - Essential (A, I)

## D Personal Skills, Abilities and Competencies
Applicants should be able to provide evidence that they have the necessary skills and abilities required.

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- Ability to communicate with and relate well to pupils and adults
  - Essential (E)
  - Desirable (A, I)
- Ability to work under supervision and as a team member
  - Essential (E)
  - Desirable (A, I)
- Ability to work in accordance with the schools health and safety policies
  - Essential (E)
  - Desirable (A, I)
- Ability to deal with minor injuries
  - Desirable (D)
  - Essential (A, I)

## E Legal Issues
- Legally entitled to work in the UK
  - Essential (E)
  - Desirable (A, I)