



Level 2 Teaching Assistant

Castle View Primary School

Do you want to be part of a team who put children's learning at the centre of their thinking? Do you have strong pedagogical knowledge and subject expertise?

We have the following positions available:

- Level 2 Teaching Assistant 15 hours per week, 38 weeks per year (temporary until July 2020)
- Level 2 Teaching Assistant 30 hours per week, 38 weeks per year (temporary until July 2020)
- Relief Level 2 Teaching Assistant

These positions would suit a good to outstanding practitioner who is always reflecting on the children and their needs, is committed to pupil progress.

The successful applicant will be; hard working, enthusiastic and flexible with high standards. They will possess a 'can do' attitude and be willing to support the activities of the school. The ability to work with a range of people is essential and they must be able to act on their own initiative, dealing with any unexpected challenges as they arise. They will have a willingness to participate in further training and development opportunities offered by the school and QEGSMAT, to further develop knowledge and understanding of the role, are essential.

QEGSMAT is committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. We are committed to the protection of children and vulnerable adults. Appointment is subject to a clear DBS check to an enhanced level.

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If you would like to apply please apply via TES, the links can be found on our QEGSMAT website <https://www.qegsmat.com/currentvacancies/>.

Closing date for applications: 1st March 2020 12pm

Provisional Interview date: 6th March 2020

Actual Salary: Level 2 Teaching Assistant £18,795 - £19,554 full time equivalent

Potential Start date: ASAP



JOB DESCRIPTION

Post Title:	Level 2 Teaching Assistant
Responsible to:	Working under the guidance of class teacher and/or Early years lead.
Scale:	Level 2 Teaching Assistant

Purpose of the Role

To work under the direct instruction of teaching staff, and the early years lead. Provide specific support to the teacher/early years lead in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

To impact on the quality of teaching and learning for individuals/groups. To implement the school's improvement priorities, policies and procedures and by demonstrating the professional responsibilities of a whole school team member.

Competences, roles and responsibilities of all TAs are listed:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- To support and contribute to the school's responsibility for safeguarding children.
- To support in providing a welcoming, positive, well organised, safe learning environment conducive to learning.
- To set high expectations for pupils' behaviour, their learning, fostering positive relationships and implementing the school's behaviour policy.
- To deliver programmes and monitor the children's response to the learning.
- Plan and develop differentiated learning activities, using understanding of child development, pedagogy and techniques which support and develop pupil's learning.
- To support in planning tasks that are well matched and practical.
- To develop a variety of teaching styles and delivery to meet the needs of the pupils.
- Use assessment for learning and assessment of learning to assess, track and report progress including the marking of work.
- Accurately record and report on the development, progress and attainment of children.
- To co-operate and liaise with other school colleagues
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- To contribute to raising standards by ensuring high expectations are promoted for pupils.

- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher/early years lead.

Support to Teacher/early years lead

- To act as Cover Supervisor during teacher/early years lead absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where pupils are able to undertake effective, self directed learning¹.)*
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- Support the teacher/early years lead in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals and improve outcomes.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher/early years lead.
- Assist the teacher/early years lead with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher/early years lead.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

⁽¹⁾ Please see WAMG guidance notes on cover supervision. A cover supervisor will contribute to the delivery of learning, but will not be expected to deliver lessons unless guidance and supervision is available from a suitably qualified member of staff. The Headteacher must be satisfied that the post holder has the skills, expertise and experience to undertake the cover role.

¹ Every effort should be made to ensure support is within contractual hours

- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.



Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • Good numeracy/literacy skills. GCSE (or equivalent) level C or above in English and Maths • Completion of DfES Teacher Assistant Induction Programme. • First aid training as appropriate (e.g. emergency first aid course). 	<ul style="list-style-type: none"> • First Aid.
Experience	<ul style="list-style-type: none"> • Supporting children’s learning in a school setting. • A good knowledge of health and safety requirements. 	<ul style="list-style-type: none"> • National Curriculum in Key Stage 1 or 2.
Knowledge	<ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Willing to work towards NVQ Level 3 or recognised equivalent. 	<ul style="list-style-type: none"> • Working knowledge of the SEN code of practice. • Knowledge of intervention programmes. • Assessment for Learning.
Skills	<ul style="list-style-type: none"> • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. 	<ul style="list-style-type: none"> • Ability to contribute to student Records of Achievement, • targets and Annual Reviews

Personal qualities	<ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Motivation to work with children and young people. • Emotional resilience in working with challenging behaviours. 	<ul style="list-style-type: none"> • Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.
Equal Opportunities	<ul style="list-style-type: none"> • Understanding of the Equal opportunities policy 	

Date:	
Signature:	