



## **POST DETAILS**

**TITLE:** Generalist Teaching Assistant (Level 2)

**GRADE:** C

**LINE MANAGER:**

## **PURPOSE OF JOB**

To work under the instruction and guidance of teaching or senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

## **MAJOR RESPONSIBILITIES**

To work under instruction and guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Undertaking general clerical/administrative support for the teacher or department

## **DUTIES**

### **Support the teacher by:**

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils' work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc

### **Support pupils by:**

- Supervising and providing particular support for pupils, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

**Support the curriculum by:**

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking 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
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

**Support the school by:**

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

**General:**

- Attending to the pupils' general welfare, personal needs and personal hygiene across the full age range of 3 – 19 years. Following appropriate training, administer regular or emergency medication to pupils, if required, and use appropriate procedures to care for a pupil during and after an epileptic seizure.
- Carrying out feeding, physiotherapy, occupational therapy and speech and language therapy programmes, as set by an appropriate therapist. 14-19 groups, accompany pupils to outside work experience.
- Assisting with pupils' mobility.
- Accompanying pupils to hospital in an emergency situation when necessary.

This document outlines the duties required of the post holder for the time being, to indicate a level of responsibility. It is not a comprehensive or exclusive list, and from time to time duties may be varied according to the needs of the school and pupils, which will not change the level of responsibility or general character of the job.

**Data protection**

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data Protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

**Health and safety**

Employees are required to work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

**Safeguarding**

Mill Water is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Mill Water. Any safeguarding or child protection issues must be acted upon immediately by informing the Senior Designated Officer (SDO).

Date: .....

Signatures:     Manager.....     Postholder.....

## PERSON SPECIFICATION

**TITLE:** Generalist Teaching Assistant (Level 2)

<b>GRADE C Category</b>	<b>Requirements</b>	<b>Essential/ Desirable</b>	<b>Method of Assessment</b>
Education/ Training	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills</li> <li>• Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</li> <li>• Willingness to participate in other development and training opportunities</li> <li>• Completion of Mill Water's TA induction programme within first 6 months of appointment</li> <li>• NVQ 2 for Teaching Assistants or equivalent qualifications/experience</li> <li>• Training in the relevant learning strategies e.g. literacy</li> </ul>	Essential  Essential  Essential  Essential  Desirable	A  A, I  A, I  A, I  A  A, I
Experience	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age</li> </ul>	Essential	A, I
Knowledge	<ul style="list-style-type: none"> <li>• Basic understanding of child development and learning</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• General understanding of national/foundation stage curriculum and other basic learning programmes</li> </ul>	Essential  Desirable  Desirable	A, I  A, I  A, I
Skills/ Abilities	<ul style="list-style-type: none"> <li>• Ability to effectively use ICT to support learning, or to undertake training to do so</li> <li>• Ability to use other technology to support learning – e.g. video, photocopier etc.</li> </ul>	Essential  Essential	A, I  A, I