

Children, Young People and Learners

**Teaching Assistants – Level 2
including SEND, EYFS and
lunchtime supervision**

Role Profile and Person Specification

Autumn 2019

CROYDON COUNCIL

Role Profile

Job Title:	Teaching Assistants – General (Level 2) including lunchtime supervision
Department:	Children, Young People and Learners
Division:	St Johns Church of England School
Grade Range:	Grade 3 - Scp 5-7
Hours:	Monday to Friday Term time plus INSET days
Location:	St Johns Church of England Primary School
Reports to:	SENCO
Responsible for:	Children across the whole school – EYFS, KS1 and KS2
Role Purpose and Role Dimensions:	To work under the instruction/guidance of teaching/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 outside the main teaching area. To supervise outdoor and indoor lunchtime activities.
Commitment to Diversity:	As a member of the School Team to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">• Parents
Key Internal Contacts:	<ul style="list-style-type: none">▪ Children▪ Teachers▪ Inclusion Manager▪ Deputy Head▪ Head Teacher▪ Other Support Staff
Financial Dimensions:	
Key Areas for Decision Making:	
Other Considerations:	

Key Accountabilities and Result Areas:

Support for Pupils

Key Elements:

This will involve:

Core Duties

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Setting challenging and demanding expectations and promote self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

Additional Duties

- 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 engage in activities led by the teacher.

Support for the Teacher

This will involve:

Core Duties

- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities.
- Monitoring pupils' responses to learning activities and accurately record 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.

Additional Duties

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Supervising outdoor and indoor lunchtime activities.
- Establishing constructive relationships with parents/carers.
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.
- Providing clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum

This will involve:

Core Duties

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.

Additional Duties

- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

Key Accountabilities and Result Areas:

Support for the School

Key Elements:

This will involve:

Core Duties

- Participating in training and other learning activities and performance development as required.

Additional Duties

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, 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 and participating in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 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.

Green Statement

This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- Being aware of the Council's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

This will involve:

- Being expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the council's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Key Accountabilities and Result Areas:

Equalities

Key Elements:

- The Council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Customer Care

This will involve:

- Ability to demonstrate a commitment to the Council's Customer Care Policy.

Health and Safety

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions.

Person Specification

Job Title:

Teaching Assistants – General (Level 2)

Essential knowledge:

- Completion of DfES Teacher Assistant Induction Programme.
- NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
- Training in the relevant learning strategies e.g. literacy.
- First aid training/training as appropriate.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning.

Essential skills and abilities:

- Strong numeracy/literacy skills.
- Competent use of ICT to support learning.
- Use of other equipment technology – video, photocopier.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Essential experience:

- Working with, or caring for, children of relevant age.
- (preferred) Working with SEND children
- (preferred) Experience of the EYFS setting

Special conditions:

- Enhanced DBS check