

**London Borough of Havering
Social Care & Learning Directorate**

Model Job Profile - Primary

Job Title: Teaching Assistant – Grade 2
Grade: Scale 3
Responsible to: TBC
Liaises with: (Class teachers)

Job Purpose and Content

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in line with the aims and objectives of the school.

The Teacher and Teaching Assistant work as a team being 'partners' in providing activities for children's learning and supporting their independence as learners.

The Teaching Assistant works under the direction and control of the headteacher and class teacher. At Grade 2 they will be expected to work under less direct supervision by the class teacher and at times be expected to use their own initiative to organise activities and tasks.

Principal Responsibilities

1. Support for pupils:

- a) supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical, emotional, social and educational development as directed by the class teacher
- b) recognise uncharacteristic behaviour patterns in individual and/or groups of children and report these promptly to the class teacher
- c) contribute to discussions about the progress of individual children and to record observations
- d) supervise children at arrival/departure and at other designated times in the school environment, usually in the immediate vicinity of the teacher
- e) where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the School Visits Policy
- f) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- g) promptly report signs of health problems to the class teacher

- h) provide advice and assistance as required to enable pupils to develop basic hygiene skills, supporting pupils in respecting their own and others' needs relating to health and hygiene matters
- i) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- j) support the specific needs of specified pupils – physical, emotional and/or behavioural

2. Support for the teacher(s):

- a) as directed by the teacher, prepare and set out learning resources and materials, checking their condition, storage and reporting any shortages to the teacher
- b) help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- c) support the work of teachers and teaching assistants in training
- d) update individual pupil records under the direction of the class teacher
- e) ensure that information for the school office is collected, collated and passed on as promptly as possible
- f) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- g) support behaviour management at the beginning and end of lessons and during transfer around to the school
- h) where necessary, correct behaviour to maintain order and discipline
- i) report uncharacteristic behaviour patterns in individuals and incidents of inappropriate behaviour to the class teacher
- j) support the work of teachers and teaching assistants in training

3. Support for the school:

- a) attend in-service training as required and meetings, including staff meetings, subject to working hours
- b) adhere to the school's policies and procedures
- c) comply with Health & Safety regulations
- d) comply with the school's requirement for the storage and security of pupil records at all times
- e) maintain confidentiality
- f) take part in the wider life of the school

4. Support for the curriculum

- a) have a knowledge of the teaching and learning objectives identified in the half-term and weekly planning meetings and to play an active part in these meetings subject to working hours
- b) prepare resources in collaboration with the class teacher in order to deliver the planned curriculum effectively

- c) give support as needed to help pupils develop skills in the use of ICT
- d) actively engage in the delivery of the educational work programmes and activities developed in conjunction with the class teacher
- e) assist in the monitoring and evaluation of the daily teaching and learning programme, through discussions with the class teacher and other members of staff . This may include assisting with the organisation, planning and delivery of the ALS, Springboard, ELS and FLS programmes. It may also include supporting and guiding other teaching assistant staff to deliver this work
- f) assist in the on-going pastoral and academic record of the class by recording observations and discussing these with the class teacher
- g) under the direction of the class teacher help pupils with activities which develop literacy/numeracy skills
- h) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images

5. Arrangements for appraisal of performance:

- a) participate in the annual performance review process
- b) participate in a competence review to determine suitability for progression and/or further development needs*

*This would normally take place after the postholder has been in post for 3 or more years and has either completed or working towards the national N/SVQ level 3 Teaching Assistance qualification

ADDITIONAL REQUIREMENTS

1. The London Borough of Havering has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

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**Teaching Assistant – Grade 2, Primary
Model Person Specification**

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact effectively with children	✓		Interview
Ability to recognise and identify problems and take appropriate action	✓		Application
Ability to understand and contribute to educational programmes	✓		Application & interview
Ability to deal with pupils' physical and emotional needs as well as provide individual support as appropriate	✓		Application & interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application & interview
Knowledge			
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓		Application & interview
How to support a child whilst encouraging independence	✓		Application & interview
The importance of planning and evaluation of learning activities	✓		Application & interview
The importance of adults as role models and the importance of this for Teaching Assistants	✓		Application & interview
Record keeping systems and procedures used within schools	✓		Interview
School behaviour policies	✓		Interview
Schools' Health and Safety, confidentiality and Equal Opportunities policies	✓		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		✓	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓	Application & interview
National policies for literacy and numeracy		✓	Application & interview
The resources used to develop literacy and numeracy skills		✓	Application & interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application & interview
Qualifications and Experience			
Either, at least two years experience of comparable work in a similar setting and N/SVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 2	✓		Interview
Or, at least five years experience of comparable work in a similar setting and have			Application

been assessed as competent to progress to Grade 2 and to be working towards N/SVQ Level 2 or prepared to a make a commitment to study for it.



been assessed as competent to progress to Grade 2 and to be working towards N/SVQ Level 2 or prepared to a make a commitment to study for it.	✓		
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