



Crompton House Church of England Multi Academy Trust

JOB DESCRIPTION			
Post Title:	Teaching Assistant (Level 2)		
Location	Crompton House Church of England School		
Department	Administration		
Grade:	3 (SCP 6 – 11)	Hours:	31.5 hours per week, Term Time plus 5 days

PURPOSE OF POST	To work under the guidance/instruction of designated 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 under the guidance of teaching staff.
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KEY TASKS:	
Support for Pupils	<ul style="list-style-type: none">• Establish rapport and respectful, trusting relationships with pupils, acting as a role model, and setting high expectations.• Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g., literacy, numeracy, or KS3.• Adjust activities according to pupil responses and needs, including for those with special educational needs.• The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.• Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.• Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.



	<ul style="list-style-type: none">• Support the implementation of Individual Education Plans and Behaviour Plans.• Promote self-esteem and independence amongst pupils.• Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.
Support for Teachers	<ul style="list-style-type: none">• Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.• Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy.• Assist the teacher with the preparation of teaching and learning materials and resources.• Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.• Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.• Maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans.• Assist with the display of pupils' work.• Prepare, maintain, and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.• Administer and mark straightforward routine tests, e.g., spelling, or mental arithmetic, and invigilate tests as required.• Provide clerical support for teachers, e.g., photocopying, filing, collecting money, checking deliveries, and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities.
Support for the School	<ul style="list-style-type: none">• To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team.• Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g.,



	<p>Breakfast Club or accompanying to swimming lessons. (if this is an agreed part of the working pattern)</p> <ul style="list-style-type: none"> Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.
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STANDARD DUTIES	
	<ul style="list-style-type: none"> To understand the importance of equality and diversity in the workplace and service delivery and promote equal opportunities for all, respecting the rights of other staff and students to be treated with dignity at work. To uphold and promote the values and the faith ethos of the school. To implement and uphold the policies, procedures, and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying, and safeguarding/child protection, ensuring confidentiality as appropriate. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school. To attend and participate in relevant meetings as appropriate. To undertake any other additional duties commensurate with the grade of the post.
CONTACTS	Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors
RELATIONSHIP TO OTHER POSTS THE DEPARTMENT	<p>Responsible to: Inclusion Co-ordinator & SENCO</p> <p>Responsible for: Not Applicable</p>
ADDITIONAL NOTES	An enhanced Disclosure and Barring Service (DBS) check will be requested on successful application to a position in the Trust or Academy.
REVIEW ARRANGEMENTS	The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description



	from time to time and will consult with the postholder at the appropriate time.
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This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

	DATE	NAME	POST TITLE
Prepared	May 2013	HB	
Reviewed	May 2013	SC	
Reviewed	June 2013	MN	
Reviewed	July 2022	JB	HR & Governance Manager



Person Specification			
Selection criteria	Essential	Desirable	How Assessed
Education & Qualifications			
NVQ 2 for Teaching Assistants or equivalent qualification or experience	✓		A/D
Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework	✓		A/D
English & Maths GCSE at grade C or above, or equivalent		✓	
Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term	✓		A/D
Willingness to undertake training in relevant learning strategies e.g., literacy/ Key Stage 3	✓		I
Willingness to obtain a basic first aid certificate	✓		I
Paediatric First Aid certificate		✓	A/D
Experience			
Working with or caring for children of a relevant age to those in the school	✓		A/I
Experience of working with learning resources and helping with their preparation to support learning programmes	✓		A/I
Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation	✓		A/I
Skills & Abilities			
Interpersonal skills to build effective working relationships with pupils and colleagues	✓		A/I/R
Communication skills to liaise sensitively and effectively with parents and carers	✓		A/I
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	✓		A/I
To promote a positive ethos and good role model	✓		A/I
To continually improve own practice/knowledge through self-evaluation and learning from others	✓		A/I
Knowledge			
Basic understanding of a child's development and learning.	✓		A/I



Knowledge of a Community language, e.g., British Sign Language, Urdu or Polish		✓	A/I
General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies	✓		A/I
Understanding of equal opportunities and an awareness of potential barriers children may have around learning	✓		A/I
Work Circumstances			
To work flexibly as the workload demands	✓		I
Occasional out of hours working to support school functions	✓		I

Key: I = Interview R = References A = Application D = Documentation T = Test