

JOB DESCRIPTION



JOB TITLE:		'LE:	TEACHING ASSISTANT (TA2)
REP	ORT	S TO:	Headteacher / Head of Department / TA Level 3 or 4 or other support staff
1.	MAIN PURPOSE OF JOB To work under the direction of the teacher to undertake work, care and support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils.		
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:		
	i.	Senior Ma individual	der the direction of the class teacher, SENCO or a member of the school's anagement Team to carry out work and tasks set by the teacher. Works with pupils or small groups of pupils as directed by the teacher and under the guidance.
	ii.	to enable	ut work pre-planned by the teacher, but will be expected to use own initiative pupils to access the learning activity by application of specific skills, le and experience with and of the pupils within the guidelines set by the
	iii.		ut work planned and prepared by the teacher and in accordance with the instructions. May be required to adapt work/activities as directed by the
	iv.	resources	the teacher and works as directed in preparation of the classroom and s for planned work to take place. May involve adapting work and activities as by the teacher.
	V.	Assists w	ith assessment and monitoring of pupil progress by providing feedback to er on pupils' achievements, progress and problems.
	vi.	Assists w	ith record keeping on pupil progress as directed by the teacher.
	vii.	Works with	th other adults involved in the education process as directed by the teacher.
	viii.	pupils in a	in meetings with other staff, external professionals and parents regarding a support capacity to the teacher who will normally lead on such matters.
	ix.	Senior Ma knowledg	colleagues across the school staff as directed by the teacher, SENCO or anagement Team by application of any specific skills, experience and le in relation to pupils and the curriculum, and to include routine ative and clerical tasks.
	Х.		nies other staff on school visits and in other activities outside of the n and has responsibility for specific pupils or small groups as directed by the
	xi.	Security F Policy, Ec	Il school policies and procedures, in particular: School's Health, Safety and Policy, Child Protection Policy, Behaviour Management Policy, Inclusion qualities Policy and Data Protection Policy
	xii.	systems a	es as required in the school's performance management and supervision and take part in appropriate training and development activities
	xiii.		propriate use of ICT and adhere to policies relating to it, within their work in he school's systems of working

	 xiv. May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc. xv. Contributes to the overall ethos, work and aims of the school 				
3.	SUPERVISION / MANAGEMENT OF PEOPLE				
	No. reporting – Direct: 0 Indirect: 0				
4.	 CREATIVITY & INNOVATION Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities. Monitors and is responsive to pupils' personal needs and communication. Under the direction of the class teacher communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate. On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans. Participates in the design of classroom and school displays. 				
5.	 CONTACTS & RELATIONSHIPS Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Works in collaboration with other support staff - daily. External Provides information about pupils' progress, strategies eg inclusion programmes. 				
6.	 DECISIONS – discretion and consequences Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress. Communicates information effectively to teachers, other professionals and parents whenever the need arises. Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher. 				
7.	RESOURCES None				
8.	 WORK ENVIRONMENT – Work demands Under the direction of the class teacher need to implement activities in lessons within school hours as directed. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals. Physical demands Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, 				

	when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.					
	Working conditions					
	 Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. 					
	Work context					
	 Risk of verbal abuse and physical harm from a minority of pupils and who behave aggressively. 					
	 Risk of injury from moving and handling pupils. 					
	 Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. 					
	Risk of infection when dealing with unwell children.					
9.	KNOWLEDGE & SKILLS					
	Communication skills					
	 Time management and organisational skills 					
	 Literacy and numeracy skills 					
	ICT capability					
	Knowledge of normal child development and children's personal development needs					
	 Knowledge of strategies which promote good behaviour and discipline 					
	• Ability to participate fully in planned physical interventions, in pupil personal care					
	routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.					
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