

Job Title	Teaching Assistant – Level 2		
Location	Marland Secondary School		
Reporting to	Head Teacher and HLTA		
Grade (NJC)	C	Point Range	5 - 7
Directorate	Education		
Effective date of JD	14 th April 2024	JE Job Number	G.0717

Job Purpose including main duties and responsibilities:

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

Supervision Arrangements

To work under / alongside teacher colleagues as directed by the Head. All TA's will also receive performance management appraisal according to the standard Marland School performance management policy and procedures.

Major Responsibilities

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

- Attending to the welfare and personal care of all students and being aware of their problems and progress, and report these to the class teacher, TA Coordinator as and when requested / necessary.
- Delivering pre-determined learning/care/support programmes including activities necessary to meet the physical, emotional, social and mental health needs of individuals and groups of students.
- Implementing literacy / numeracy programmes under the direction of the Head of the provision.
- To assist in escorting pupil(s) to and from school transport as necessary (within contracted hours).
- In an emergency to accompany a child or students to hospital or designated surgery when requested by the Head of Day Provision or designated representative.
- To acquire and utilise the skills necessary to work effectively with students who have behavioural, emotional and/or mental health difficulties (SEMH). This would include behaviour management, physical intervention / positive handling techniques (PIPS), counselling, etc. and put into practice specialist programmes devised.

The following is an outline of the range of duties that can be expected of generalist teaching assistants. It is not a comprehensive or exclusive list and duties may be varied from time to time, according to the needs of the school and the students, which do not change the general character of the job or the level of responsibility entailed.

Duties

Support the teacher by:

- Under the direction of the class teacher prepare for and supervise the activities of allocated student/s to ensure their general welfare and facilitate their development in line with the designated duties of your post.
- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans

- With direction making educational aids and undertaking the high quality display of student's work.
- Using strategies, in liaison with the teacher, to support students to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring student's responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students 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
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting students by:

- Supervising and providing particular support for students with additional special needs, 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 students and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all students within Marland School
- Encouraging students 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 students 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, recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and developing student's competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting students 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 students 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 students out of lesson times, including during break and lunch times as required (within contracted hours), encouraging safe and positive play and social behaviour at all times.
- Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher
- Maintaining good quality working relationships within the whole staff team

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Experience	Working with or caring for students of relevant age.	Working with or caring for students who have social, emotional and/or mental health difficulties (SEMHBD) and/or special educational needs (SEN)	Application Interview
Practical Skills	<p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to, and communicate effectively and sensitively with, students and adults</p> <p>Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those</p> <p>Ability to work on under own initiative</p> <p>Ability to work effectively in a high stress, pressurised environment</p>		<p>Interview</p> <p>Interview</p> <p>Application Interview</p>
Communication	Ability to communicate relevant information regarding students to colleagues and managers clearly and concisely.		Interview
Personal Qualities	<p>Good health record</p> <p>Appropriate sense of Humour</p> <p>Patience, enthusiasm and an optimistic, positive outlook</p> <p>Able to support students in a variety of settings both in the classroom and offsite.</p>		<p>Application</p> <p>Interview</p> <p>Interview</p> <p>Application</p>
Technology / IT Skills	<p>Ability to effectively use ICT to support learning, or to undertake training to do so</p> <p>Ability to use other technology to support learning: e.g. video, photocopier etc.</p>		Application

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Education and Training	<p>Good numeracy & literacy skills</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p>	<p>NVQ 2 for Teaching Assistants or equivalent qualifications/ experience</p> <p>Training in the relevant learning strategies e.g. literacy</p>	<p>Application</p> <p>Interview</p> <p>Application</p> <p>Application</p>
Equal Opportunities	<p>Commitment to implementing anti-discriminatory and equal opportunity policies in every day work.</p>	<p>Recent attendance at Equalities/Diversity training</p>	<p>Application</p> <p>Interview</p>

Marland School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. An enhanced DBS disclosure is required for this post.