

HENDON SCHOOL



JOB DESCRIPTION

TEACHING ASSISTANT LEVEL 2

Main Purpose of the Job:

To support the classroom teacher with their responsibility for the development and education of all pupils.

To assist in development of pupils' learning, the provision of care and the management of pupils' behaviour under the guidance of teaching staff/senior colleagues.

Support for the Pupils

1. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
2. Establish constructive relationships with pupils and interact with them according to individual needs.
3. Promote the inclusion and acceptance of all pupils.
4. Encourage pupils to interact with others and engage in activities led by the teacher.
5. Set challenging and demanding expectations and promote self-esteem and independence.
6. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

HARP Specific

- Accompanying and supporting an individual or two students in classes around the school, differentiating work as necessary to ensure accessibility.
- Supporting students to understand social interactions and communication from staff and peers; at times acting as 'interpreter' to aid social understanding.

- Working with individuals/small groups within HARP – with direction/support from other HARP staff.
- To be flexible and creative in your working practice.
- To be sufficiently personally and physically robust to cope with interactions and responses of students who find everyday life stressful and anxiety provoking and may respond in an unconventional and uncontrolled manner.
- Being flexible around working hours (while retaining allotted breaks) e.g. sometimes to eat with students/supervise at break times.
- To actively want to work with people with an Autism Spectrum condition and to try and understand their perspective on life and to modify your interactions and ways of working accordingly.

Support for the Teacher

1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
3. Assist with the planning of learning activities.
4. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
5. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
6. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
7. Establish constructive relationships with parents/carers
8. Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
9. Support teaching /senior staff with routine administration, e.g. photocopying, typing, filing, money, administration of coursework etc.

Support for the Curriculum

1. Assist with the implementation of structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
2. Assist with the implementation of programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher.

3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Appreciate and support the role of other professionals.
5. Attend and participate in relevant meetings as required.
6. Participate in training and other learning activities and performance development as required.
7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
8. Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

PERSON SPECIFICATION

			Assessed by
Experience	<ul style="list-style-type: none"> Working with or caring for children of relevant age 	E	A
Qualifications	<ul style="list-style-type: none"> Good numeracy/literacy skills 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 	E D D E D	A/T A A A/T A
Knowledge & Skills	<ul style="list-style-type: none"> Effective use of ICT to support learning Use of other equipment technology – video, photocopier 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 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 	D D D D E E E E	A A A/I A/I A A A/I/T A/I