

JOB DESCRIPTION						
Lear	ning,	PRATE: Culture and Children's	DEPARTMENT:			
JOB TITLE: Teaching Assistant 2 (TA2)			POST NUMBER:			
REPORTS TO (Job Title): Headteacher / Head of Department / TA or 4 or other support staff			Level 3	Current Grade TA2		
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.	COF	RE RESPONSIBILITIES, TASKS & DUTIES:				
	i.	Works under the direction of member of the school's Senion work and tasks set by the teasmall groups of pupils as directed teacher's guidance.	or Manage acher. Wor	ement Team to carry out rks with individual pupils or		
	ii.	Carries out work pre-planned to use own initiative to enable by application of specific skill of the pupils within the guide	e pupils to ls, knowled	access the learning activity dge and experience with and		
	iii.	Carries out work planned and accordance with the teacher' adapt work/activities as directions.	d prepared s instruction	by the teacher and in one. May be required to		
	iv.	Assists the teacher and work classroom and resources for involve adapting work and ac	s as direc planned v	ted in preparation of the vork to take place. May		
	V.	Assists with assessment and providing feedback to the teat progress and problems.				
	vi.	Assists with record keeping of teacher.		· ·		
	vii.	Works with other adults invol directed by the teacher.				
	viii.	Involved in meetings with oth parents regarding pupils in a will normally lead on such ma	support ca	-		

	ix.	Supports colleagues across the school staff as directed by the teacher, SENCO or Senior Management Team by application of any specific skills, experience and knowledge in relation to pupils and the curriculum, and to include routine administrative and clerical tasks.			
	X.	Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils or small groups as directed by the teacher.			
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy			
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities			
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the 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.	<ul> <li>CREATIVITY &amp; INNOVATION</li> <li>Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.</li> <li>Monitors and is responsive to pupils' personal needs and communication.</li> <li>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.</li> <li>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.</li> <li>Participates in the design of classroom and school displays.</li> </ul>				
5.	CON	<ul> <li>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.</li> </ul>			

• **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, implement activities in during 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 working with young pupils which includes sustained periods of physical activity, involving bending, crouching, lifting, walking, 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 the Early Years Unit, which involves operating in both the inside and outside environments.
 Some work can take place at 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 and in

