



Role Profile

Reference Number	SCH002
Role Title	Teaching Assistant II
Directorate	Children's Services
Department	Schools
Reports to	Headteacher

Role Purpose

To work with teachers to support teaching and learning by working with individuals or groups of pupils under the direction of teaching staff/senior staff to maximise the learning environment and learning outcomes.

Accountabilities

- Supervise and support learning activities and teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate to help improve learning outcomes.
- Assist the teacher with the preparation of teaching and learning materials and resources to ensure a safe and effective learning environment.
- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays to foster a positive learning environment.
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour so that appropriate action can be taken.
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher to help facilitate a better understanding of their current capabilities.
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate to ensure all relevant and up to date information is provided.
- To provide personal, intimate and medical care to students with complex medical and physical needs to ensure dignity and equality at all times.
- Provide administrative support for teachers, e.g. photocopying, production of worksheets, monitoring and replenishing of supplies for the classroom, collecting monies etc to ensure the efficient and effective delivery of teaching outcomes.
- May work with individual pupils with special educational needs or for whom English is not their first language to ensure the best learning outcomes are achieved.
- Assist pupils with eating, dressing and hygiene, as required, to ensure appropriate care and well-being, whilst encouraging independence.
- Foster positive relationships with pupils to support their pastoral needs

Knowledge / Skills / Experience required

- NVQ Level 2 in Supporting Teaching and Learning or equivalent (NNEB).
- GCSE English and Maths or equivalent.
- Knowledge of policies and procedures relevant to child protection and health and safety.
- Knowledge of the curriculum, key stages and lesson types.
- Experience of working with or caring for children of a relevant age to those at the school.

- Experience of working with and preparing learning resources.
- Basic understanding of a child's emotional development and learning.
- Ability to provide instruction and communicate persuasively and assertively with a range of children.
- Experience of working with children with Special Educational Needs and Disabilities.
- Understanding of child development, disabilities and additional needs in children.
- Knowledge of appropriate medical support procedures such as first aid, EpiPen administration, PEG feeding etc.
- Knowledge of relevant processes and procedures, including medical emergency procedures and safeguarding procedures.
- Knowledge of additional communication methods, such as Signalong or PECS.
- Ability to communicate effectively with children, staff and parents.
- Ability to identify and de-escalate negative behaviours in children.
- Ability to react and respond to situations as they arise.

Dimensions of role

- This role does not have any supervisory or management requirements.
- This role does not manage any direct budgets.
- The role has some limited planning requirements, with a need to be both proactive and reactive.

Notes

Date:	29/01/2020 KW 25/03/2020 MMC QA 15/09/2020 AKT
Working Conditions:	• Physical, environmental and emotional demands. • <u>Working with challenging behaviours.</u> • <u>Risk of physical harm.</u> • <u>The role holder may experience challenging or hostile situations and service users with complex needs and life limiting conditions.</u> • <u>Supporting children will include standing, walking, bending, lifting/rolling/hoisting, or carrying.</u> • <u>Activities may take place outdoors and open to the elements.</u>
Working Arrangements:	• Term time working.