

Job Description

Level 2 Teaching Assistant

School: St John with St Michael CE Primary School, Moss Side Street, Shawforth, Rochdale, OL12 8EP

Directorate: Forward As One CE Multi Academy Trust Bolton

Reporting to: Headteacher

Job title: Level 2 Teaching Assistant

Contract: Permanent

Grade: NJC 04 - NJC 06 (£24,404 - £25,183 Per Annum, Pro Rata)

Hours: 25 hours per week, term time only

Start Date: As soon as possible

Closing Date: Friday 31st January 2025 12:00 pm

We are looking to appoint a highly motivated, enthusiastic and talented Teaching Assistant to join our dedicated staff team.

Please send any queries to: HR@fa1.uk

Safeguarding Statement:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service.

In line with Keeping Children Safe in Education 2023, as part of our recruitment process we will carry out an online search on shortlisted candidates to identify any comment, image or other content that could cause reputational damage to the trust and/or give rise to a safeguarding concern. If we discover anything during our searches this will be passed on to the recruitment manager and discussed during interview.

This role is subject to an Enhanced DBS plus Children's Barred List Check.

Pre-employment checks will be undertaken before appointment is confirmed.

**Forward as One Church of England
Multi Academy Trust**

A: Newnham Street, Astley Bridge,
Bolton, BL1 8QA

T: 01204 333 741 **E:** enquiries@forwardasone.uk

www.forwardasone.uk  **ForwardAs1Trust**

Job Description

MAIN DUTIES

1. **Support for the Pupil**

Establish good working relationships with pupils, acting as a role model

Be aware of and respond appropriately to individual pupil needs ensuring effective interaction

Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities

Promote inclusion and acceptance of all pupils

Encourage pupils to interact with others and engage in activities led by the teacher

Promote self-esteem and independence

Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher

2 **Support for the teacher**

Provide minimal clerical/administration support (e.g photocopying, typing, filing, collecting money etc)

Assist with the display of children's work

Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans

In liaison with the teacher, utilise strategies to support pupils in achieving learning goals

Report pupil achievements, progress and issues as appropriate in agreed format

Undertake pupil record keeping as requested

Administer routine primary tests and invigilate exams

Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy

Establish constructive relationships with parents/carers.

3 **Support for the curriculum**

Undertake structured and agreed learning activities/learning programmes, taking in to account consideration pupil learning styles

Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher

Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4 **Support for the school and Trust**

Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

Contribute to the school ethos, aims and development/improvement plans

Appreciate and support the role of other professionals

Attend relevant meetings as required

Participate in training and other learning activities as required

Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours

Accompany teaching staff and pupils on visits, trips and out of school activities as required

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

PERSON SPECIFICATION

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Skills, Competency and Knowledge		
1.1	Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge pupils	Application Form/Interview
1.2	Ability to interact with, listen to and positively encourage pupils to learn	Application Form/Interview
1.3	Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities	Application Form/Interview
1.4	Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures	Application Form/Interview
1.5	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Application Form/Interview
1.6	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Interview
1.7	Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues	Application Form/Interview
1.8	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support	Application Form/Interview
1.9	Ability to use self-evaluation and reflection to learn and develop practice	Interview
1.10	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programs and information, and to encourage and support ICT during learning activities, feeding back on pupils' progress and response	Application Form/Interview
1.11	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the Principal	Application Form/Interview
1.12	Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity	Interview
1.13	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives	Application Form/Interview

1.14	Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions	Application Form/Interview
1.15	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness	Interview
1.16	Knowledge and understanding of children and young people's (in relevant age groups) expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development	Application Form/Interview
1.17	Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils	Application Form/Interview
1.18	Knowledge and understanding of procedures for maintaining appropriate pupil records	Application Form/Interview
1.19	Knowledge and understanding of literacy and numeracy strategies for relevant age groups	Application Form/Interview
1.20	Awareness of the SEN Code of Practice and of its implications in practice (If TA2 SEND role)	Application Form/Interview
1.21	Awareness of safeguarding principles and safe working practices and to be able to set in motion appropriate procedures according to school setting/policies	Application Form/Interview
1.22	Relevant experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.23	Valuing Diversity Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Application Form/Interview
1.24	Caring for Customers Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
1.25	Developing Self and Others Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview
1.26	Health and Safety The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Interview

1.27	Confidentiality To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Interview
1.28	Energy Efficiency To be aware of the energy efficiency issues in own area of work and throughout the organisation	Interview

2. Experience/Qualifications/Training etc.		
2.1	Holder of a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy (GCSE grade C or above). A' Levels desirable	Application Form / Certificates
2.2	Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	Application Form / Certificates

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning under the direction of the Director of Inclusion	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form & Interview
3.7	Excellent attendance and health	Application Form