

JOB DESCRIPTION

POST DETAILS

TITLE	Generalist Teaching Assistant (Level 2)
SCHOOL	
LINE MANAGER	<i>see guidance notes 3.1</i>
GRADE	C

PURPOSE OF JOB

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.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

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

- Attending to the welfare and personal care of students including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of students 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 students 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 student 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
- Administering routine tests, invigilating exams and undertaking routine marking of students work
- 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, including those with 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
- 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 student responses
- Undertaking 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
- Supporting the use of ICT in learning activities and developing students 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 before and after school and at lunchtimes as required
- 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

Date:

Signatures: Manager..... Post holder.....

PERSON SPECIFICATION

TITLE Generalist Teaching Assistant
(Level 2)

SCHOOL

GRADE C

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/Training	Good numeracy/literacy skills	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
	NVQ 2 for Teaching Assistants or equivalent qualifications/experience	Essential	A
	Training in the relevant learning strategies e.g. literacy	Desirable	A, I
Experience	Working with or caring for children of relevant age, or completion of the DCC TA Access Course	Essential	A, I
Knowledge	Basic understanding of child development and learning	Essential	A, I
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A, I
	General understanding of national/foundation stage curriculum and other basic learning programmes	Desirable	A, I
Skills/Abilities	Ability to effectively use ICT to support learning, or to undertake training to do so.	Essential	A, I
	Ability to use other technology to support learning – e.g. video, photocopier etc.	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	
	Ability to relate well to children and adults	Essential	I

¹ Key for Method of Assessment:
A – Application I – Interview

	<p>Ability to fulfil all spoken aspects of the role with confidence and fluency in English.</p> <p>Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those</p>	<p>Essential</p> <p>Essential</p>	<p>I</p> <p>A, I</p>
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