Job Title: Teaching Assistant Level 2 **Job No:**

Grade: Grade A **Division:**

No of Posts: **Section:**

1.0 JOB PURPOSE:

1.1 To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

2.0 DUTIES AND RESPONSIBILITIES:

2.1 Support for Pupils

- **2.1.1** Support the activities of individuals or groups of children. Participate in the education of children, including contributing to their health and well-being
- **2.1.2** Support children with special needs (if appropriate to the focus of the role)
  - **2.1.2.1** Sensory and/or physical impairment
  - **2.1.2.2** Cognition or learning difficulties
  - **2.1.2.3** Behavioural, emotional and social development needs
  - **2.1.2.4** Communication and interaction difficulties
  - **2.1.2.5** Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- **2.1.6** Support for Gifted and Talented pupils
- **2.1.7** Work with and follow advice of outside agencies and the SEN Team

2.2 Support for the teacher(s)

- **2.2.1** Provide support for learning activities by
  - **2.2.1.1** Supporting the teacher in the planning and evaluation of learning activities
  - **2.2.1.2** Supporting the delivery of learning activities
- **2.2.2** Support in organising effective learning environments and maintaining appropriate records
- **2.2.3** Support literacy and numeracy activities in the classroom
- **2.2.4** Support the maintenance of pupil safety and security
- **2.2.5** Contribute to the management of pupil behaviour by
  - **2.2.5.1** Promoting school policies with regard to pupil behaviour
  - **2.2.5.2** Supporting the implementation of strategies to manage pupil behaviour
- **2.2.6** Undertake routine marking in line with school policy
- **2.2.7** Provide clerical/admin. support, eg., photocopying, collecting money, administer coursework

2.3 Support for the school

- **2.3.1** Provide support to colleagues
- **2.3.2** Develop own effectiveness in a support role

2.4 Support for the curriculum

- **2.4.1** Support the use of information and communication technology in the classroom

2.5 Work as required across the curriculum and in all Key Stages within the school as appropriate to their training and experience.

2.6 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.

2.7 To ensure their tasks are carried out with due regard to Health and Safety

2.8 To participate in appropriate professional development including adhering to the principle of performance management.

2.9 To adhere to the ethos of the school

2.9.1 To promote the agreed vision and aims of the school

2.9.2 To set an example of personal integrity and professionalism

2.9.3 Attendance at appropriate staff meetings and parents evenings within working hours

Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of the school

OBSERVANCE OF THE CITY COUNCIL'S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED

3.0 SUPERVISION RECEIVED:

3.1 Supervising Officer's Job Title: Deputy Headteacher

3.2 LEVEL OF SUPERVISION

~~1. Regularly supervised with work checked by supervisor~~

2. Left to work within established guidelines subject to scrutiny by supervisor

~~3. Plan own work to ensure the meeting of defined objectives~~

4.0 SUPERVISION GIVEN: (excludes those who are **indirectly** supervised ie through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

- Use 1, 2 or 3 as in 3.2

5.0 SPECIAL CONDITIONS:

5.1 Level 2 is the basic entry level for a Teaching Assistant. Those staff who are not already qualified to NVQ Level 2 are required to work towards it and a Training and Development plan linked to the requirements of the National Occupational Standards should be agreed

Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school and the development

needs of the member of staff

PERSON SPECIFICATION

Job Title: Teaching Assistant Level 2 **Job No:**

Grade: GR2 **Division:**

No of Post: **Section:**

Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise;

P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EXPERIENCE (Relevant work and other experience)	Experience of working with children	AF/I
	Some experience of supporting children in Literacy, Numeracy and working with SEN groups and individuals	AF/I
	Some experience of using ICT effectively	AF/I
	Knowledge of policies and codes of practice/legislation	AF/I
SKILLS AND ABILITIES (Eg Written communication skills, dealing with the public)	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	I
	A good understanding of child development and learning processes	AF/I
	The ability to follow instructions from the teacher and also be able to work independently	AF/I
	To make effective contributions to the team as appropriate	AF/I
	The experience of and the ability to deal positively with children and parents	AF/I
	The ability to manage behaviour effectively	AF/I
	The ability to implement assessment for learning under the guidance of the teacher	AF/I
	Show initiative and work independently	AF/I
TRAINING		
EDUCATION/ QUALIFICATIONS	NVQ Level 2 qualification or equivalent	AF/I
NB Full regard must be	GCSE Grade C (or equivalent) in maths and	AF/I

paid to overseas qualifications	English Good ICT skills	AF/I
OTHER	A flexible and positive attitude Competent and organised Patient Evidence of working with SEND children	AF/I AF/I AF/I AF/I
CONTRA INDICATION		

ALL STAFF ARE EXPECTED TO UNDERSTAND AND ARE COMMITTED TO EQUAL OPPORTUNITIES IN EMPLOYMENT AND SERVICE DELIVERY

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual or Birmingham City Council service or Directorates they work in.
Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.
The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity, satisfactory references, health assessment, checks of qualifications, asylum and immigration checks and criminal record checks with the Disclosure and Barring service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children, young people and adults in its area. All BCC employees are expected to:

- Be aware of the signs of abuse or neglect

- Recognise the signs of abuse and neglect and;
- Record and report any concerns or incidents

At Birmingham City Council (BCC) we are committed to creating an environment and culture that promotes equality, diversity and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.

COMPILED BY: _____ DATE: _____

(Shortlisting/Interviewing Panel): _____ DATE: _____