



Beamont Collegiate  
Academy

9<sup>th</sup> October 2024

# Teaching Assistant Level 2

Job Description



'I can, I do & I will be!'

## POST OVERVIEW

### Teaching Assistant Level 2

Beamont Collegiate Academy is a vibrant and dynamic school community with a strong emphasis on high expectations and aspirations. The academy is part of the Challenge Academy Trust (TCAT) and is popular and oversubscribed and was judged **'good'** by Ofsted in July 2022.

The academy is seeking to appoint two (2) highly motivated Teaching Assistant to join our busy & successful SEND department (Level 2). The successful candidate will work with and supervise individuals and groups of children under the direction or instruction of teaching staff. You will enable access to learning for all pupils taking into account individual learning needs and provide assistance and support in classroom management and behaviour techniques.

Experience of managing, planning and delivering a range of interventions is desirable. These may include: Speech & Language, Maths or English interventions.

The successful candidate will be required to apply for an enhanced DBS Certificate from the Disclosure & Barring Service. Details can be found on; <https://www.gov.uk/disclosure-barring-service-check>

#### Terms and Benefits

- 1) Salary: TCAT Support Staff Scale – Grade 4 SCP 6-7 (Pro-rata: £20,552 - £20,897)
- 2) Full time (37 hours per week) Term time Only plus 5 Inset Days (39 weeks)
- 3) Eligible for Local Government Pension Scheme (Cheshire Pension Fund Scheme)
- 4) Occupational Sick Pay Scheme (entitlements based on service)
- 5) Access to TCAT+ our Reward, Recognition and Wellbeing offer including access to retailer discounts and benefits, Cycle to Work scheme, Car Benefit Scheme, Smart Tech Pack, and online resources to support physical, emotional, professional, financial and social wellbeing.
- 6) Training and development opportunities / CPD
- 7) Any other benefits.

Applications should be returned, only using the application form provided, to [recruitment@bca.warrington.ac.uk](mailto:recruitment@bca.warrington.ac.uk) by the closing date of Friday, 18<sup>th</sup> October 2024, 9am.

Interviews dates: TBC

Start Date: Immediate Start

## POST DETAILS

<b>Location:</b>	<b>Beamont Collegiate Academy</b>
<b>Job title:</b>	<b>Teaching Assistant Level 2</b>
<b>Salary:</b>	TCAT Support Staff Scale – Grade 4 SCP 6-7 (Pro-rata: £20,552 - £20,897)
<b>Hours of Work:</b>	37 hours per week (Term Time plus 5 Inset Days)
<b>Reporting to:</b>	SENCo / Vice Principal SEND/DSL and Attendance
<b>Responsible for:</b>	Supervising individuals and groups of pupils with SEN under the direction or instruction of teaching and/or senior staff.
<b>Job purpose:</b>	The postholder will work with and supervise individuals and groups of children/ young people under the direction or instruction of teaching and/or senior staff. They will enable access to learning for all students taking into account individual learning needs and provide assistance and support in classroom management and behaviour techniques. The postholder may also be responsible for organising, delivering and reviewing a range of interventions.
<b>Key Tasks and Responsibilities</b>	Work with staff to raise the learning and attainment of pupils. Promote pupils' independence, self-esteem and social inclusion. Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.
<b>Job Description</b>	<b>SUPPORT FOR THE PUPIL</b> <ul style="list-style-type: none"> <li>• Establish good working relationships with students, acting as a role model and setting high expectations.</li> <li>• Provide consistent support to all students, responding appropriately to individual student's needs.</li> </ul>

- Provide, under the direction of the SENDCO; support of SEND students in the form of 1-1 and group work.
- Development, monitor and review Individual Learning Plans/student passports using school systems.
- Promote inclusion and acceptance of all students.
- Encourage students to interact one another and where appropriate support the engage of activities promoting social interactions and personal development
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to students in relation to progress and achievement under the guidance and direction on the teacher where appropriate.
- Use specialist (curricular/learning) skills/training/experience to support students.
- Where appropriate support personal/intimate care of identified student (s) (complete appropriate INSET and or external training).

**SUPPORT FOR THE TEACHER and RESOURCE BASE**

- Assist with the display of students work.
- Establish and maintain an appropriate learning environment.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Plan and deliver evidence-based interventions / intervention packages reporting back to the teacher/ SENDCO
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives or specialist programmes.
- Provide objective and accurate feedback and reports as required, to the teacher on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher/SENDCO contributing to reviews of systems/records as requested.
- Administer and assess routine tests and accurately record achievement/progress.
- Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents.
- Observe, mentor and record students' behaviours using directed approaches to inform next steps.

### **SUPPORT FOR THE CURRICULUM**

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Assist students to access learning activities through specialist support e.g., curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

### **SUPPORT FOR THE SCHOOL**

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection (in line with GDPR). Report all concerns to the appropriate person (as named in the policy concerned) and SENDCO.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of students.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required (actively seeking and taking responsibility for own development through training opportunities, specific to the role).
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff.
- Assist with the planning of opportunities for pupils to learn in-out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and students on visits, trips and out of school activities as required, also assist with the organisation of this using school protocols.
- Successfully complete safeguarding training as directed.

### **Other information**

- This post is subject to an enhanced DBS check.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the principal to carry out appropriate duties within the context of the job, skills and grade at any site within the school and Trust.

**REVIEW ARRANGEMENTS:** The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this Job Description from time to time and will consult with the post-holder at the appropriate time.

## PERSON SPECIFICATION

Criteria	Essential	Desirable	Assessment Method
<b>Relevant experience</b>			
1	Experience of working as a TA in any setting.	x	A
2	Proven successful experience working with or caring for students in any setting.	x	A/I
3	Proven experience working with children and young people with SEND needs.	x	A/I
<b>Qualifications</b>			
4	NVQ Level 2 for Teaching Assistants or equivalent qualifications	x	A
5	Willingness to undertake CPD, skills-based training, SEND-related courses, first aid and other health and safety courses to support the school's commitment to safeguarding, inclusions and health and safety.	x	A/I
<b>Knowledge and Understanding</b>			
6	General understanding of appropriate curricula for young people with learning disabilities.	x	A/I
7	Understanding of the extent and nature of the role, and the commitment and flexibility required to fulfil it.	x	A/I
8	Basic understanding of child development and learning.		x A/I
<b>Competencies</b>			
9	Ability to evaluate own learning needs and actively seek learning opportunities.	x	A/I
10	Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with SEND.	x	A/I
11	The ability to explain things clearly to support learners in making exceptional progress.	x	A/I
12	The ability to support learning programs, record progress, and provide feedback to teachers	x	A/I
13	The ability to communicate effectively with parents and carers.	x	A/I
14	An awareness of relevant policies, codes of practice, and legislation, such as child protection.	x	A/I
15	Ability to work well as part of a team, and to build trust and openness.	x	A/I

16	A commitment to supporting young people with disabilities and to inclusion	x		A/I
17	The ability to be keep confidential and sensitive information.	x		A/I
18	Commitment to safeguarding and the welfare of pupils.	x		A/I
19	Willingness to be involved in the wider life of the school.		x	A/I
<b>Commitment to Equal Opportunities</b>				
20	Understanding of and commitment to the principles and practice of equality, diversity and inclusion, both in relation to employment issues and to service delivery	x		A/I

Key: A = Application; I = Interview; T = Task

**NOTE TO APPLICANTS:**

Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.