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## Manchester City Council

### Job Description

#### Teaching Assistant – Level 2

#### Grade 3

#### Special/ Additional Needs

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

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#### **Main Purpose of the Job:**

Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils  
*Support pupils as directed by class teacher, AHT & headteacher.*

Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required

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**Main Duties written in bold.** *There is an elaboration of these duties and what it means to working at Holy Trinity C of E Primary School within the EYFS written in italics.*

#### **Main Duties**

##### **Support for pupils within EYFS**

1. To work with groups of children or 1-1 under the supervision of the teacher including the delivery of programmes of work and implementation of IEPs  
*Staff are expected to deliver key group sessions guided by the class teacher throughout the school day, to deliver any specific interventions as directed. An IEP is an Individual Education Plan. Pupils who are on the school's SEND register have an IEP.*
2. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities and adapt activities where required.  
*Deliver any interventions directed by class teacher for children needing additional support, observe and report to class teacher any concerns over pupils individual needs, ensure all children can access all activities where needed.*
3. Give regular feedback on children's progress to the class teacher and file records

*Keep records of observations made of children, carry out long and short observations of children, take responsibility of individual and groups evaluations ensuring that these are returned to the key worker.*

4. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters  
*Assist with the implementation of individual self-care plans, report any safeguarding issues in line with school policy, promote safe and hygienic use of toilets within the EYFS, attend to first aid if qualified to do so or refer to a qualified first aider and inform class teacher, highlight any concerns to DP and log on CPOMS when appropriate (see safeguarding protocols for further information).*
5. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs  
*To play with the child, use correct standard English when speaking to the child, to show a genuine interest, offer encouragement and clarify ideas, to model the language of thinking and learning.*
6. Promote the inclusion and acceptance of all pupils  
*Tune in sensitively to the child, be aware of cultural/learning differences, give your full attention to each child when they look to you for a response.*
7. Encourage pupils to act independently as appropriate  
*Allow children to move freely between areas of learning within the setting, encourage and model to children how to problem solve, encourage children to tidy up after themselves, model the language of thinking and learning, encourage children in their own self-care and dressing.*
8. To occasionally supervise whole classes as required

### **Support for Teachers**

9. Provide curricular clerical/admin support, eg. photocopying, making lists,
10. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, as appropriate  
*Prepare group time sessions as directed in planning by class teacher, ensure areas of responsibility are maintained and tidy, all equipment used to be put away in correct place each day, no teaching materials to be left on tops of units or drawers in key areas.*
11. Undertake pupil record keeping and updating records, information and data, producing reports as required.  
*You are responsible for learning journeys of children you support, keeping observations up to date on 2 Simple and observing quality observations in line with guidance given in EYFS folders. Responsible of noting where targeted children need further observations to cover all areas of Development Matters and reporting to class teacher.*
12. Assist in the development and implementation of behaviour management strategies.

*Green, Yellow and Red cards and use of stickers in line with school behaviour policy.*

13. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.  
*Ensure key messages are relayed to class teacher from parents and carers, encourage parents to promote independence for children throughout morning routines, build positive relationships with parents for targeted children, direct parent to class teacher when dealing with serious incident.*
14. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.  
*Staff are expected to record learning observations through 2 Simple or using concrete pieces of work for Learning Journeys, ensure each observation is of a high quality in line with guidance in EYFS folders and links to Development Matters targets.*
15. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work  
*e.g. phonics assessments, number recognition – as directed by class teacher*

### **Support for the Curriculum**

16. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.  
*You are expected to deliver targeted group sessions as planned by the class teacher each day. You are responsible for making sure that teacher is aware of how children are finding sessions and if further development is needed, use initiative to take children further/lower if needed within group sessions.*
17. Support the use of ICT in learning activities and develop pupils' competence and independence in its use  
*Encourage the use of ICT within the EYFS, beebots, screens, talk buttons*
18. Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources. Adapt planning, where possible, to enable those with special/ additional needs are able to participate.  
*Discuss with class teacher ideas for areas within the unit – areas of development, ideas for next learning steps for key groups, manage resources needed for areas of responsibility.*

### **Support for the School**

19. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.  
*Ensure any safeguarding issues are kept strictly confidential and reported to DP as a matter of urgency and logged on CPOMS in line with school procedure*

20. Assist in maintaining high standards of health and safety at all times.
21. Maintain good relationships with colleagues and work together as a team.
22. Assist in the supervision of classroom and outdoor activities.  
*You are expected to follow and stick to the agreed rota for indoor and outdoor learning environments.*
23. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.  
*You are responsible for targeted children.*
24. Contribute to the overall ethos/work/aims of the school.  
*Promote and encourage the Christian values of the school with colleagues and with pupils; support the school's policies for behaviour both inside the EYFS unit and when walking around the school. This includes following the school's dress code policy, mobile phone policy and ensuring that hot drinks are in cups with lids and kept out of the reach of children*
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.  
*Ensure all children can access the learning environment within the EYFS setting, discuss any concerns with the class teacher.*
26. Attend relevant meetings.  
*Attend EYFS units weekly, diary dates meetings, any other meetings as required by class teacher/SLT.*
27. Participate in training, including relevant learning strategies and other learning activities and performance management where required.  
*You are expected to attend all training that is organised, ask for further training where you feel this is needed.*
28. *Accompany teachers and pupils on education visits*

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All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

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## Manchester City Council

### Person Specification

#### Teaching Assistant – Level 2

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##### **For this job we are looking for:**

Experience of working with or caring for children of a relevant age

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

Completion of the Teaching Assistant Induction Programme

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Understanding of national/foundation stage curriculum and other basic learning programmes/strategies

Basic understanding of child development and learning

Willingness to undertake minor first aid training as appropriate

Experience of working with children with additional/ special needs

##### **Personal Style and Behaviour**

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS (Disclosure Barring Service) check.