



Role Profile

Grade & Structure Information

Job Family Code	4CLES	Role Title	Teaching Assistant Level 2
Grade	PS4	Reports to (role title)	Head of School
		Directorate / School	Wey Valley College
JE Band	135-160	Service / Department	Key Stage 1 & 2
		Date Role Profile was created	June 2021

Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To assist an individual teacher, or teachers, in delivering and evaluating programmes and adapting teaching materials to suit the particular requirements of specific pupils and groups which may include pupils with special needs. Using specialist training/experience provide a level of support for individual pupils/groups of pupils whose needs require support over and above that which a level one Teaching Assistant is expected to provide. To assist in meeting the pupils' needs for encouragement, reassurance and comfort and attend to their personal requirements and physical care while encouraging independence at all times. Contribute to staff briefing meetings & recording of safeguarding incidents. Assist with the coordination of refreshments for pupils such as breakfast, lunchtime servery and mid-morning fruit snacks (Key Stage appropriate). To cover the role of First Aider as required and subject to appropriate training. To undertake other duties from time to time as required by the leadership.
Work Context	Wey Valley College (WVC) is a Pupil Referral Unit for students with Social Emotional and Behavioural difficulties aged 5-16 based in Guildford. WVC is part of a MAT under the Inclusive Education Trust and is linked to Reigate Valley College and the Fordway Centre. There may be a requirement to travel to other sites as required.
Line management responsibility if applicable	None

Budget responsibility if applicable	None
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery • Provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention, under the supervision of senior staff. • Use of specialised equipment/tools. • Monitoring and assist with routine tasks such as cleaning equipment, tidying up and maintaining supplies of materials and equipment. • May carry out personal care routines as appropriate. • Care and respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs). • May occasionally provide support with whole class supervision for teachers' planned lessons. Planning & Organising • Plan and organise own work and/or intervention to meet given priorities. • Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard. Resources • Operate and check equipment is safe to use and properly adjusted, carry out appropriate maintenance and use equipment in the correct and safe manner. Analysis, Reporting and Documentation • Maintain and submit records following relevant school policies & procedures. Work with others • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development' should appear in all grades. To have regard to and comply with safeguarding policy and procedures.

Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Able to demonstrate basic numeracy and literacy, e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level. • Able to work towards Vocational Qualifications Level 2 or have specialist skills in a relevant field. • Working knowledge of relevant skill set, systems, equipment, processes and procedures. • Competent in a range of IT tools. • May be required to undertake manual handling and physically demanding work. • Ability to apply relevant health and safety, equality and diversity, and other School policies and procedures. • Ability to work with others to provide excellent customer service • Ability to communicate clearly. • Accuracy and ability to prioritise and organise own workload.
Details of the specific qualifications and/or experience if required for the role in line with the above description	• Experience working as a Teaching Assistant within a school. • Experience of working effectively and collaboratively within a team. • Trained in Physical Intervention techniques (e.g.PRICE) • Full clean drivers licence and use of a vehicle. • Ability to fulfil all spoken written and comprehension aspects of the role through the medium of English.
Role Summary	Roles at this level carry out a range of duties to given standards under some supervision. This may include overseeing an activity and/or use of powered tools and equipment. They will be expected to be able to plan and organise their own workload and /or activity on a day-to-day basis within clear procedures. They will need to understand the objectives of lessons/interventions sufficiently to allow them to support the work of others effectively. Entry to this level may be through some relevant work experience or specialist skills.