



Job title: 1 x Teaching Assistant– Level 2

Start Date: As soon as possible

Location: Ormiston Meadows Academy, Matley, Orton Brimbles, Peterborough, PE2 5YQ

Contract type: **Permanent contract**

Hours: 30 hours a week, term time only + training days

Salary: OAT pay scale – Grade 2 (points 4-5). FTE salary £26,016 to £26,427

Actual annual salary - £18,144 to £18,430

Responsible to: SENDCo and Associate Assistant Principal

Disclosure level: Enhanced Disclosure and Barring Services Check (DBS) will be a requirement of the post, as well as obtaining suitable references for the successful applicant.

Safeguarding: Ormiston Meadows Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Please click [here](#) to visit our school website to view our Child Protection and Safeguarding Statement and Policy

Our Equality policy can also be found on our website

Purpose of the job:

- To support learning in and out of a classroom environment.
- To support and deliver academy Learning/Intervention programmes for individuals or small groups.

Responsible for:

To provide support to identified students on behalf of the Principal and Senior Leadership Team, being responsible for working day to day to support student engagement and education.

To undertake the necessary preparation and service delivery, procedures, following systems and policy to promote engagement and learning.

Ensure that communications and reports are made in a timely manner that meet the needs and expectations of all stakeholders including compliance with relevant OAT Head Office policies and processes as needed

	Level 2 Main Duties and Responsibilities
Teaching and learning	Work with individuals or small groups of students in the classroom under the direct supervision of teaching staff. May work with individual pupils with special educational needs and/or with pupils for whom English is not their first language. May implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities to pupils' responses as appropriate. Participate in planning and evaluation of learning activities with the teacher Provide classroom support in the teacher's absence for short periods of time. Support students to understand instructions. Support independent learning and inclusion of all students. Provide feedback to pupils in relation to attainment and progress under the direction of the teacher. Support the teacher in behaviour management and keeping students on task. May assist with the development of individual development plans for pupils e.g. IEPs
Resources	Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays. May handle small amounts of cash e.g. for school visits. Arranging/providing resources for lessons/activities under the guidance of the teacher
Exams, educational visits and other supervision	May invigilate exams and tests. May assist escorting students on educational visits. May assist with break and lunchtime supervision including facilitating games and activities.
Personal and welfare support	May assist students with dressing, hygiene and eating whilst encouraging independence. Supporting students' emotional and social well-being, reporting any problems to the teacher.
Systems, policies and procedures	Contribute to maintaining a safe environment. Responsible for the careful and safe use of equipment.
Team involvement	May demonstrate own duties to new or less experienced staff. May support the work of volunteers and other teaching assistants in the classroom
Building professional relationships	Share information about pupils with other staff, parents/carers, internal and external agencies as appropriate Exchanging information with staff and parents/carers.

Record keeping and information management	Providing feedback to the teacher on pupil progress and behaviour. Support the teacher in monitoring, accessing and recording pupil progress under the guidance of the teacher
Problem solving and decision making	There is a need to interpret information or situations and to solve straight forward problems/make minor decisions.
Knowledge, skills and experience	NVQ level 2 in related area or equivalent or equivalent experience, with level 3 being desirable. IT and keyboard skills. Curriculum knowledge and experience to support and lead learning activities. Knowledge and compliance with policies and procedures relevant to health and safety and child protection.
Physical demands and working conditions	May be required to stand for long periods and or work in awkward positions e.g. low chairs. Some exposure to unpleasant conditions e.g. noise, outdoor working.
General	To contribute to the overall ethos, work and aims of the academy. Actively participate in performance management. Be aware of promote and comply with policies and procedures relating to safeguarding, child protection, health, safety, security, confidentiality, and data protection, reporting all concerns to an appropriate person. Be aware of, and support, differences and ensure equal opportunities for all. Maintain confidentiality of information acquired in the course of undertaking duties. Ensure that work is completed in compliance with relevant legislation and procedures relating to this role. Ensure GDPR principles are embedded in normal working practices. Post holders may be required to work flexibly to meet the academy's business needs. All staff are required to partake in performance management and training activities. The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding. The Trust expect that employees deal with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Academy's Code of Conduct and the equality policy objectives.

The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level/nature which is considered appropriate to the level of this post. The post is covered by Part 7 of the immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
Level 2 Literacy AND Numeracy qualifications (Grades A*-C at GCSE or equivalent).	E
Experience of working in a professional setting at EYFS, KS1 or KS2	D
Experience of managing own workload to meet conflicting demands and deadlines	E
Effective working with children/young people and their families	D
Effective working with children with educational, emotional and behavioural difficulties	E
A willingness to develop a range of approaches to assist in engaging with young people, and their families, and to encourage them to engage with the learning process	E
Ability to develop positive relationships with individual students and groups and empathise with them and sensitivity to the needs of children/families from all groups	E
Caring skills and the ability to work positively with pupils physical and emotional needs, without confrontation	E
Able to maximize identified learning aims by ensuring that educational and hygiene programmes are maintained at all time under the direction of the line manager	E
Working knowledge and understanding of the National curriculum and other relevant learning programs	E
Good interpersonal skills and confident communicator	E
Routine administrative, practical and ICT skills	E
Skills and Abilities	Essential E/ Desirable D
Ability to work positively with families and to engage their support in improving behaviour and making progress	E
Able to communicate in a clear and concise manner both on the telephone and face to face, who can effectively convey information at an appropriate level.	E
Ability to complete work to the required standards and to agreed deadlines.	E

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	Essential E/ Desirable D
Ability to develop and maintain effective working relationships with a wide range of people.	E
Excellent organisational, communicating and problem-solving skills, with the ability to use own initiative and work proactively both in a team and independently.	E
Understanding of general health and safety issues and hygiene associated with child care	D
Demonstrates a flexible approach to work to enable effective delivery of service.	E
Other Attributes	Essential E/ Desirable D
Proactive, flexible, and adaptable.	E
Punctual and conscientious.	E
Prepared to challenge non-compliance.	E
Discretion, tact, and confidentiality always.	E
Good time management and the ability to prioritise workload.	E
Able to work under pressure and to deadlines and deliver excellent attention and produce accurate results.	E
Evidence of successful team working.	E
Calm in a crisis to bring about resolution.	E
Ability to adapt to changes in the workplace.	E
Understanding and commitment to the safeguarding of children.	E
Commitment to the school ethos and aims.	E
Commitment to equal opportunities.	E
Accurate and fluent spoken English.	E
A commitment to safeguarding and promoting welfare for all.	E
Exemplary levels of integrity.	E

Candidates invited to interview will be required to bring with them certificates evidencing any qualifications declared on their application form.

Please do not apply for this position if you have applied for a similar position in school within the last 6 months.