



Wyre Forest School Grade 2 Teaching Assistant (TA)

Wyre Forest School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Grade 2 Teaching Assistant

Salary: TA 2 SCP 5 – 6 + SEN1

Hours: 32.50

Contract type: fulltime, Permanent

Reporting to: Class Teacher

Main purpose

- To support the ethos of the school and work collaboratively with the classroom teacher in their responsibility for the development and education of children, including those who have special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.
- To complement the professional work of colleagues under the guidance of teaching/senior staff to implement agreed programmes with individuals or groups. This may involve covering the Class Teacher for occasional and short periods.

Responsibilities and Tasks

1. To work in class and to work unsupervised in delivering programmes of work to support individuals and small groups of learners.
2. Planning To contribute to the planning of work programmes for individuals and groups of children, providing ideas, materials and learning strategies for lessons.
3. Pastoral duties: To provide assistance with the provision of general care and welfare of learners including assistance with:
 - supporting learners to be independent.
 - maintaining a safe environment at all times.
 - the monitoring of pupils general health & welfare.
 - reinforcing self-esteem through praise and encouragement.
 - adhering to and maintaining school routine and codes of conduct.
 - children's injuries and, where qualified, administering basic first aid.
 - personal hygiene routines, e.g. toilet training, changing of incontinent pupils, dressing and undressing.
 - the changing of soiled clothing including its disposal in an appropriate way.
 - the administering of medicines under the direction of the appropriate medical staff (following consultation and agreement).
 - provide supervision of learners at the beginning and end of the school day.

4. Behaviour: Provide pastoral support to pupils monitoring their behaviour to identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour and to recognise and reward progress.
5. Recording and Assessment: To monitor the progress and needs of learners and be responsible for the assessment, evidence records and file maintenance for a few designated learners within a class group.
6. Reporting: Contribute to annual review and end of year reports.
7. Teaching and Learning: Prepare and organise teaching resources under the direction of the class teacher, supporting the learner in carrying out this work. Maintain classroom equipment and materials, including stock control within the classroom.
 - foster the intellectual and social development of children.
 - promote pupil independence and their involvement in their own learning.
 - support lunchtime clubs/activities.
 - support the manufacture of resources and administration of course work
 - where required, support learners in the swimming pool.
8. To lead and supervise the work of work experience students in class.
 - attend and participate in regular class, department and school meetings.
9. Training: To support the induction, training and development of colleagues.
10. Parent and external agencies: To assist the classroom teacher in liaising with parents, and other professionals e.g. therapists and school nurse. To attend parents evenings.
11. CPD: To maintain personal and professional development to meet the changing demands of the job using the TA professional standards and the performance management process.
12. Policies and Procedures: To maintain an awareness of school policies and procedures.

Teacher absence – short term

- i) In order to ensure continuity of provision delivered by familiar and competent adults, lead teaching assistants may be invited to cover' for short-term teacher absences under the following circumstances:
 - For a planned teacher absence
 - For PPA cover
 - For an unplanned short term teacher absence
 - When the teaching routines and schemes of work are already planned and prepared for teaching assistants to deliver
- ii) The 'Lead TA' will be under the direct line management of either their neighbouring teacher or the head or deputy to provide a point of contact and support.
- iii) In exceptional circumstances the Headteacher may invite a Grade 2 Teaching Assistant (TA) to provide short-term cover as Lead Teaching Assistant (LTA). The TA may decline the offer without prejudice.
- iv) An additional supply teaching assistant may be engaged to ensure that existing pupil/staff ratios in the class are maintained.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents.
- Provide toileting and/or intimate care for pupils.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

The TA will be required to follow school policies and the staff code of conduct.

- The post holder may be required to undertake such other tasks appropriate to the level of appointment as the Headteacher may require. All parties share a responsibility for ongoing dialogue, to ensure that the duties outlined within this job description remain fair and reasonable and continue to be appropriate to meeting the needs of children and young people in the school.
- The Governing Body reserves the right to alter the contents of the job description after consultation to reflect the changes in the job or services provided, without altering the general character or level of responsibility.
- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council's Equal Opportunities and Race Equalities Policy.

Person specification

CRITERIA	QUALITIES
Qualifications and training	Essential <ul style="list-style-type: none">➤ Commitment to further training➤ NVQ2 equivalent as a minimum. Desirable <ul style="list-style-type: none">➤ Some evidence of training in a care, educational or medical setting
Experience	Essential <ul style="list-style-type: none">➤ Experience of working with learners with SEN➤ Experience of working as part of a team Desirable <ul style="list-style-type: none">➤ Working with pupils of different abilities within mainstream and special education.➤ Commitment to work with parents and families

<p>Skills and knowledge</p>	<p>Essential</p> <ul style="list-style-type: none"> ➤ Ability to follow instructions and work unsupervised. ➤ Commitment to following established routines and procedures ➤ Ability to benefit from practical training and develop a range of skills ➤ Ability to work supportively and collaboratively within a team ➤ Good level of listening, communication and literacy skills, including the proven ability to accurately record work ➤ Ability to present and display pupils' work to a good standard ➤ Basic competence in the use of ICT ➤ Ability to contribute to the physical management of the pupils and help in intimate care routines ➤ Ability to support individual and groups of pupils under supervision ➤ Able to manufacture appropriate materials, ideas and resources ➤ An understanding of the holistic nature of education and the pastoral and practical care required for pupils in their learning group. ➤ An awareness of the importance of multi-disciplinary working and the contribution of a team approach ➤ A basic understanding of Health and Safety procedures. ➤ An understanding of the concept of confidentiality. <p>Desirable</p> <ul style="list-style-type: none"> ➤ Willingness to drive the school Minibus and undertake the appropriate training. ➤ Good ICT skills ➤ Skills relevant and transferable to an educational setting. ➤ An awareness, understanding and commitment to the pursuit of equality and anti-oppressive practices. ➤ Familiar with approaches and strategies used in education of pupils with SLD/ASD/MLD/SEBD
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<p>Personal qualities</p>	<p>Essential</p> <ul style="list-style-type: none"> › Well organised › A good time keeper. › Reflective practitioner › Good interpersonal skills. › Reliability, honesty and integrity. › Enthusiasm balanced with patience › Active, energetic with sense of fun and humour. › Ability to nurture self-esteem and value each individual. › Committed to continuing own professional development › Positive, adaptable and self motivated and hard working. › Commitment to providing inclusive experiences for all learners. › Candidates should be physically fit and have a good health record. › A positive approach to discipline and the management of behaviour. › Ability to remain calm & positive within a busy and pressured environment. › Wyre Forest School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. <p>Desirable</p> <ul style="list-style-type: none"> › Being prepared to attend meetings and events associated with the life of the school, which are outside the directed working hours (i.e. to play a full role in the life of the school). › Commitment to extending and enriching provision for pupils within and beyond the school day.
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Notes:

This job description may be amended at any time in consultation with the postholder.

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date:

Updated June 2025