

Lancashire County Council Combined Role Profile

Grade Profile – Teaching Assistant - Level 2a (Grade 4)

POST TITLE:	Teaching Assistant 2(a)
GRADE:	Grade 4
CAR USER:	
LOCATION:	Federation of Duke Street and Highfield Nursery Schools
RESPONSIBLE TO:	Executive Headteacher
STAFF RESPONSIBLE FOR:	N/A
JOB PURPOSE: The main objectives to be achieved by the Postholder	
Under the clear guidance, in respect of their work with individuals or small groups, to support the care, education, personal and social development of pupils in the nursery environment, including those with special needs and/or bilingual needs and to establish positive relationships with children and assist them to complete structured learning activities. Support learning through high quality interactions, care and support. Deliver specific interventions to support children of varying abilities.	
MAIN ACTIVITIES	What the Postholder will actually do What prescribed duties the postholder will have
<p>This Grade is not applicable to Teaching Assistants employed in Special Schools.</p> <p>In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post</p> <p>Support for children</p> <ul style="list-style-type: none"> - Under the clear guidance of senior staff implement structured learning activities and interventions to assist individual/groups of children to make progress. - To provide a rich learning environment for all children ensuring it supports children's interests and their learning and development. - To undertake activities to assist in monitoring the personal social and emotional needs of children embedding our nurturing principles. - To develop positive relationships with children developing strong attachments. - To assist in the devising of children's individual targets and their monitoring and review. - Support children as part of a planned inclusion programme, delivering T.L.P's and specific interventions; these may be related to speech and language, autism, attention and listening, emotional wellbeing and behaviour. - To assist in the development of varying skills that support children's learning. - To assist in the specific medical/care needs of pupils when specific training has been undertaken. 	

Support for the Teacher/ Room Leader

- To assist in the monitoring/recording of children's progress and developmental needs.
- To assist in the production of learning resources.
- To undertake routine administrative tasks including the maintenance of records.
- To assist in the supervision of children and in the management of behaviour.
- To provide information to senior staff to assist in the planning of work programmes.
- To liaise with the school's nominated person in respect of child absence.
- To provide clerical and administrative support.

Support for the Nursery School

- To assist in providing an atmosphere in which effective learning can take place.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training as appropriate.
- To take care for their own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.

Support for the Curriculum

- To assist the delivery of educational and developmental work programmes.
- To support the use of ICT in learning activities

Note: In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

Person Specification Form

Post Title - Teaching Assistant - Level 2(a)

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (eg application form, interview, reference etc)
Qualifications Grade C/ 5+ or above in GCSE in English Grade C/ 5+ or above in GCSE in Maths NVQ level 2 or above qualification –appropriate to the post (or equivalent)	E D E	
Experience Experience of paid working with or caring for children of relevant age Evidence of experience of observing and recording children’s learning. Experience of supporting pupils with delayed development or additional needs Experience of delivering interventions for children with additional needs	E D D D	
Knowledge/skills/abilities Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard Ability to relate well to children Team Collaboration: Working harmoniously with colleagues to provide consistent care. Good communication skills Knowledge of the concept of confidentiality First Aid Certificate Knowledge of Early Years Foundation Stage Good numeracy and literacy skills Flexible attitude to work	E E E E E D D D E	

Special Requirements		
Knowledge		
Child Development (0–2 years): Understanding of physical, emotional, social, and cognitive milestones.	E	I
Attachment Theory: Knowledge of the importance of secure attachments and how to support them.	D	I
Early Communication: Awareness of how babies express themselves and how to support early speech and language.	D	I
Health and Safety: Safe sleep, hygiene, feeding, and risk assessment knowledge.		
Safeguarding: Strong grasp of safeguarding procedures and child protection responsibilities.	D	I
Skills		
Observation and Assessment: Ability to track development, spot concerns, and celebrate progress.	D	I
Communication with Babies: Using tone, facial expressions, and body language effectively.	D	I
Partnership with Parents: Communicating with families in a respectful, supportive way.	D	
Soothing Techniques: Comforting babies through touch, sound, and movement	D	I
Abilities		
Adaptability: Able to respond to changing needs, routines, and temperaments.	D	I
Emotional Regulation: Managing your own emotions to remain calm and reassuring.		I
Physical Stamina: Comfortable with lifting, carrying, and being active throughout the day.	D	
Routine Management: Supporting feeding, nappy changing, and sleep routines in a respectful, unhurried manner.	D	I
Record Keeping: Maintaining accurate and sensitive documentation of care and development	D	I
		I

Other	E	I
Commitment to undertake in –service development	E	I
Commitment to safeguarding and protecting the welfare of children and young people	E	I
Satisfactory attendance record/commitment to regular attendance at work		