



JOB DESCRIPTION

Job Title: Teaching Assistant to support a pupil with additional needs (Level 2)

Grade: Grade 4 point 6 – 7 (linked to pupil funding)

Hours: 33 per week, Term Time only plus 5 days

Responsible to: Director of Learning/SENDCO

Key Purpose: To provide support under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils; and assistance and support in classroom management and behaviour techniques and providing specialist support in a specific curricular/resource area.

Main Responsibilities

- Provide the required support for the pupil
- To have experience of working with SEN pupils
- To achieve high standards of teaching, learning and nurture

Support for the Pupil:

- Be aware of and respond appropriately to individual student needs ensuring effective interaction and intervention
- To act as a Key Worker to support the academic achievement and welfare of identified students by being a point of contact for the student and parent.
- Establish good working relationships with pupils, acting as a role model and setting high expectations
- Provide consistent support to all SEND pupils within the school's Thompson Centre, responding appropriately to individual pupil needs when they access mainstream lessons
- Assist with the development and implementation of Individual Education Plans
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedures
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Use specialist (curricular/learning) skills/training/experience to support pupils.



Support for the Teacher:

- Provide minimal clerical/administrative support (e.g., photocopying, typing, filing, collecting money etc.)
- Assist with the display of children's work
- Establish and maintain an appropriate learning environment under the supervision of the teacher
- Contribute to lesson planning, evaluation and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Under the direction of the teacher, withdraw small groups of students for specific help.
- Administer and assess routine tests and accurately record achievement/progress
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in an agreed format with the teacher, contributing to review of systems/records as requested.
- Administer and assess routine primary tests and accurately record achievement/progress
- Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under a teacher's supervision.

Support for the Curriculum:

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support e.g., curriculum/SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- To train in all aspects of access arrangements to support our students in internal and external examinations.
- To contribute to the SEN reviews by meeting with parents on a termly basis and updating SEN support plans and other SEN documents



Support for the School:

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and use to support others
- Assist in the supervision, training, and development of classroom support staff
- Assist with the planning of opportunities for pupils to learn in out of school contexts, according to school policies and procedures and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



Teaching Assistant Level 2 – Grade 4

Person Specification

	Attributes	Essential	Desirable	How Assessed
Qualifications	Minimum 2 years experience of working with &/or caring for children or NVQ or equivalent in teaching assistance	√		A/R
	Above within an educational setting		√	A/R
	Ongoing record of professional development		√	A/R
	Willingness to participate in relevant training and development opportunities	√		A/I
	Willingness to undertake a certificate in first aid administration		√	I
Experience	General awareness of inclusion, especially within a school setting	√		A/I
	Experience of resources preparation to support learning programmes		√	I/R
	Effective use of ICT to support learning	√		I/R
Professional Knowledge & Skills	Ability to work with and support the learning needs of individual pupils	√		A/I
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	√		A/I/R
	General awareness of national curriculum and other basic programmes/techniques within specified age range/subject area	√		I
	Ability to build effective working relationships with all pupils and colleagues	√		A/I/R



	Ability to promote a positive ethos and role model positive attributes	√		I/R
	Ability to work with children at all levels regardless of specific individual needs	√		A/I/R
	Good personal numeracy and literacy skills	√		A/R
	Understanding of other basic technology		√	I
Personal Qualities	High expectations of all pupils; respect for their social, cultural ,linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	√		A/I/R
	Ability to build and maintain successful relationships with pupils, and a total commitment to safeguarding	√		
	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	√		A/I/R
	Ability to work collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice	√		A/I/R
	Able to liaise sensitively and effectively with parents and carers, recognising the role in pupils learning	√		I/R
	Able to improve their own practice through observations, evaluation and discussion with colleagues	√		I/R
	Very good record of attendance and punctuality	√		R
KEY ;A=Application, I = Interview, R=Reference				