



JOB DESCRIPTION

POSITION:	Teaching Assistant (Level 2) providing 1:1 support to identified child <i>Casual Contract until March 2026 pending school restructuring or until the child leaves the school/statement changes/funding ceases</i>
REPORTS TO:	Deputy Head
RESPONSIBLE FOR:	Identified child (EYFS)
GRADE:	D Point 5-6

JOB PURPOSE

To work with and supervise individuals and groups of children 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.

MAIN DUTIES

Support for the Pupil

- Provide support for a child with additional needs who requires a high level of support to access learning and to develop speech and communication.
- Support the development of interaction, language and communication, and sensory needs
- Use strategies which support children with developmental delay consistently and effectively.
- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction and appropriate behaviour
- Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to personalised learning activities
- 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
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Able to use and adapt strategies appropriate for a child who has additional social, communication and interaction, and language needs

Support for the Teacher

- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals, and follow recommendations from professionals

- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Promote 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
- Establish constructive relationships with parents/carers

Support for the Curriculum

- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

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
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate 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.

<u>Prepared by:</u>	<u>Name</u>	Anna James
	<u>Designation</u>	Head Teacher
	<u>Date</u>	September 2025

Skills	
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E
Ability to build effective working relationships with all pupils and colleagues	E
Ability to promote a positive ethos and role model positive attributes	E
Good personal numeracy and literacy skills (GCSE Grade C or equivalent)	E
Good communication skills and behavioural management strategies	
Able to fulfil personal care needs	E
Able to fulfil sensory needs and provide nurture	E
Able to attend any training for medical needs	E
Good behavioural management strategies	E
Knowledge and Understanding	
General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area)	E
Experience of working with children with developmental learning delay	D
General awareness of inclusion, especially within a school setting	E
Experience of resources preparation to support learning programmes	E
Experience/awareness/interest in specific special needs	E
Effective use of ICT to support learning	D
Understanding of other basic technology – DVD player, photocopier	D
Understanding of communication and language delay and associated best practice	D
Understanding of collaboration with teacher and other professionals to implement strategies, provision and risk assessments	E
Qualifications and Training	
Relevant Level 2 Teaching Assistant Qualification	E
GCSE Level C or equivalent in English and maths	E
EYFS qualification or experience working within the EYFS	D
Minimum 3 months experience working as a TA	D
Willingness to participate in relevant training and development opportunities	D
Recent training in primary literacy and numeracy	D
Knowledge of special educational needs strategies	D
Professional Values and Practice	
Must be able to demonstrate the following: High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	E
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E
Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	E
Able to improve their own practice through observations, evaluation and discussion with colleagues	E