

JOB DESCRIPTION

Post: SEND Teaching Assistant (Level 2)

To commence ASAP, temporary until 31.08.26, or until SEN funding ceases, whichever is sooner.

30 hours per week to be worked Monday to Friday (8.30am to 3.15pm)

Term time plus INSET (39 weeks)

Grade: Grade D Point 5-6

Responsible to: Class Teacher, SENCO, SLT/Head Teacher

Responsible for: SEND TA duties and work assigned by the class teacher

JOB PURPOSE

To work in partnership with the class teacher and SENCO to provide support for children across EYFS & KS1.

To work with and supervise individuals and groups of children as necessary, 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 Pupils

- Support a pupil with SEND based on their individual needs e.g ASD, speech, language, communication and interaction on a 1:1 basis
- Be able to attend to pupils personal and care needs such as support with eating and personal hygiene
- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities and including the use of accredited Positive Handling techniques when necessary.
- 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

Support for the Teacher

- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money, etc)
- 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
- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Administer routine primary tests
- 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

PERSON SPECIFICATION

Post: SENDTeaching Assistant (Level 2)

(E – Essential D – Desirable)

General Heading	Detail		Examples
Qualifications & Experience	Specific qualifications & experience	E	Successful experience supporting children with SEND in a school/early years environment
		E	Educated to NVQ Level 2 in learning support/early years or equivalent qualification
		E	Experience of working with children on the autism spectrum
	Knowledge of relevant policies and procedures	D	Basic knowledge of First Aid and understanding of the School policies & procedures
		D	Paediatric First Aid qualified
Communication	Literacy	E	Good reading and writing skills (National qualification Grade C or equivalent)
	Numeracy	E	Good numeracy skills (National qualification Grade C or equivalent)
	Technology	E	Effective use of ICT to support learning
	Written	D	Ability to read, write and understand basic reports
Working with children	Verbal	E	Ability to communicate information clearly and coherently; ability to listen effectively
	Languages	E	Overcome communication barriers with children and adults
	Negotiating	D	Consult with children and their families and carers and other adults
Behaviour Management	Behaviour Management	E	Understand and implement the school's behaviour management & anti-bullying policies;
	Expectations	E	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work
		E	Have high expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
	SEND	E	Ability to understand and support children with developmental difficulty or disability



		D	Ability to form and maintain a range of ASD friendly strategies
		E	Ability to form and maintain a range of Teaching and Learning strategies to support all learners, including those with SEND
	Curriculum	D	Good understanding of the school/national curriculum including expectations of English and Maths
		D	Experience of resource preparation to support learning programmes
	Child development	E	Good understanding of the general aspect of child development Ability to assess and monitor progress and performance
Working with others	Health & well being	E	Understand and support the importance of physical and emotional wellbeing Willingness to support children with personal care when necessary
	Working with partners	E	Ability to work effectively within a team environment, understanding classroom roles and responsibilities
		E	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	E	Ability to establish rapport and respectful and trusting relationships with children, other families and carers and other adults
	Team work	E	Ability to work effectively and positively with a range of adults knowing when to seek help and advice
Responsibilities	Information sharing	E	Respect confidentiality, know when, how and with whom to share information Ability to follow instructions accurately
	Organisational skills	E	Good organisational skills Ability to remain calm under pressure
	Line management	D	Ability to support the work of volunteers
	Time management	E	Ability to manage own time effectively
	Problem solving	E	Demonstrate a positive, solution focused approach to resolve routine problems independently
General	Equalities	E	Awareness of and commitment to equality
	Health & safety	E	Basic understanding of health & safety
	Child protection	E	Understand and implement child protection procedures



		Understand and implement procedures relating to the Physical Restraint policy and undertake related record keeping
Confidentiality/data protection	E	Understand procedures and legislation relating to confidentiality and implement them
CPD	E E E	Be prepared to develop and learn in the role Ability to improve practice through observations, evaluation and discussion with colleagues Be willing to undertake and maintain training in Positive Handling, i.e. Team Teach
Performance Management	E	Participate in annual performance appraisal constructively and positively