Teaching Assistants Level 2 Special

32.5 hrs per week term time only

Salary: Grade 5 Point 7 to Point 9 £27,274 to £28,153 per annum pro rata

The ideal candidate will be highly effective enabling adult and team player, have a positive approach to severe challenging behaviour support and experience of working with young people with complex Additional Learning Needs, and will be willing to undertake training to further their knowledge.

Support to the pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge the more able, keep pupils on task, interested, motivated and engaged.
- Implement consistent routine and structure
- Engage pupils in Attention Autism sessions
- Use a consistent total communication approach
- Adopt the TEACCH approach to support independent learning skills
- Help pupils to develop communication skills and role play activity.
- Assist in the personal, social and emotional development of pupils and development of self -esteem.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify and report uncharacteristic behaviour patterns.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with social education and physical care needs – e.g. toileting, feeding requiring the application of complex procedures, where necessary.
- Adopt a trauma informed schools and PACE approach
- Support pupils to achieve accreditations at an appropriate level if appropriate
- Understand the curriculum pathway the pupils follow
- Assist with pupil supervision, accompanying small groups of pupils on short trips off the premises.
- Use physical intervention/safe handling strategies following training (e.g. Team Teach).
- Complete incident/accident form in consultation with class teacher/ALNCo/ Headteacher

Support to teacher:

- Monitor individual/group achievements of key objectives and feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Record information relevant to assessment and review of pupils' progress in collaboration with the teacher
- Support implementation of strategies to manage severe challenging pupil behaviour
- Report and record behaviors using CPOMS

- Active involvement in day to day management of the learning environment: including responsibility for the care and preparation of teaching resources, equipment, materials.
- Undertake routine and non-routine administrative tasks in accordance with job level.
- Liaise with parents/carers, specialist teachers & other professional staff and share and provide information in collaboration with the teacher

Support to the school:

- Understand and fully adhere to school policy and practice
- Understand the school's strategic priorities and play a part in supporting the development of these
- Attend directed time sessions to develop skills, knowledge and experience
- Undertake any training deemed necessary

A large number of our pupils have complex autism with profound learning difficulties and can present extremely challenging behaviour. Ysgol Penmaes practices 'Team Teach', a holistic approach to behaviour support and interventions.

We provide many personalised curriculums, designed to address the holistic needs of our pupils. Pupils have identified differentiation as part of their education and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy, and all the national curriculum subjects.

We want everyone who works at Ysgol Penmaes to foster an attractive learning environment to ensure that our pupils spend their school life in stimulating surroundings.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Have at least GCSE (or equivalent) in English, Welsh if required and Maths (A*-C) and be able to present information verbally and in writing to others
- Hold NVQ 2 qualification and have undertaken other appropriate training in the relevant learning strategies, preferably leading to national standards (NVQ 3) or have equivalent knowledge,
- Have experience of TA/ALN TA work.
- Have a good level of knowledge and understanding of ALN and areas of the curriculum.
- Can use ICT effectively to support learning and use other technology equipment related to pupils' needs
- Have additional communication skills – e.g. basic sign language / Makaton experience and skills
- Able to deal with emotional demands placed on the role
- Can plan own work when required
- Can transfer theory/training into practice
- Can solve problems
- Can exercise initiative and independent action
- Is pro-active in offering ideas

CYNGOR SIR *POWYS* COUNTY COUNCIL

JOB DESCRIPTION

Position Title:	**Teaching Assistant Level 2 (Special)**
Position Number:	**SSP0329**
JE Code:	**SCH5**
Service:	**Schools**
Location/Work Base:	**Ysgol Penmaes – Crossgates provision**

this is a place based worker position and therefore the post holder will be required to work from a specific base, as identified

Grade:	**Grade 5** **Point 7 to Point 9** **£27,274 to £28,153 per annum pro rata** **£14.13 to £14.59 per hour**
Contracted hours:	**32.5 hours, Fixed term for one year**
Reporting to:	**Headteacher and Governing Body**
Responsible for:	**None**

Summary

About the role:
Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups of pupils with special needs and provide for general care, safety and welfare of pupils.

If you have any questions about the role, please contact the school.

Your responsibilities will be:

Responsibility for others: The post impacts on the well-being of individuals or groups through providing appropriate care or welfare for those who are personally dependant on the post for basic needs and by assisting with assessment.

Responsibility for staff: The post has limited (or no) direct responsibility for supervising other staff. It may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for financial resources: The post has limited (or no) direct responsibility for financial resources. May be involved in occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the handling and careful use of equipment, preparation and care of teaching materials/resources, secure and accurate observations and record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

The following are additional to the typical duties and responsibilities of a TA1 Special.

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation. Undertake agreed learning activities, adjusting according to pupil responses. Support the use of ICT in learning activities & develop pupils' competence and independence in its use e.g. use of specific software, sensory impairment aids and equipment and communication aids and equipment, according to a pupil's additional learning needs.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge the more able, keep pupils on task, interested, motivated and engaged.
- Help pupils to develop communication skills and role play activity.
- Assist in the personal, social and emotional development of pupils and development of self -esteem.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify and report uncharacteristic behaviour patterns.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with social education and physical care needs – e.g. toileting, feeding requiring the application of complex procedures, where necessary.
- Assist with pupil supervision, accompanying small groups of pupils on short trips off the premises.
- Use physical intervention/safe handling strategies following training (e.g. Team Teach).
- Complete incident/accident form in consultation with class teacher/SENCo/ Headteacher

Support to teacher:

- Monitor individual/group achievements of key objectives and feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and statement review meetings
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour.

- Active involvement in day to day management of the learning environment: including responsibility for the care and preparation of teaching aids, equipment, materials.
- Undertake routine and non-routine administrative tasks.
- Liaise with parents/carers, specialist teachers & other professional staff and share and provide information.

DBS:

Because of the nature of the work involved, the post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

This position has a requirement for an Enhanced DBS Check, this position is classed as regulated activity under the Safeguarding of Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and will be subject to a check to the list of those people barred from working with children.

Health and Safety Statement:

To co-operate with their employer and follow health and safety advice and instructions

Equalities Statement:

To abide by the principles and practice of equality of opportunity as laid down in the Council's Equal Opportunities Policy

Welsh Language Requirement:

Welsh language skills are desirable

NOTE;

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Manager from time to time, up to or at a level consistent with the 'Principal Responsibilities of the Job'.

PERSONAL SPECIFICATION

Do you think you're the right person for the role? Then, demonstrate you meet the following criteria in your application.

Experience

- Have experience of TA/ SEN TA work.

Knowledge

- Understand school's policies and how they relate to local and national frameworks/policies(E.g. child protection, health & safety, equal ops, SEN Code of Practice, Disability Discrimination Act)
- Have a good level of knowledge and understanding of SEN and areas of the curriculum.

Qualifications and Training

- Have at least GCSE (or equivalent) in English, Welsh if required and Maths (A*-C) and be able to present information verbally and in writing to others
- Hold NVQ 2 qualification and have undertaken other appropriate training in the relevant learning strategies, preferably leading to national standards (NVQ 3) or have equivalent knowledge, experience and skills
- Have attended further training on aspects of the curriculum or areas of specific special need.

Personal Qualities

- Able to deal with emotional demands placed on the role
- Can plan own work when required
- Can transfer theory/training into practice
- Can exercise initiative and independent action
- Is pro-active in offering ideas

Skills

- Can use ICT effectively to support learning and use other technology equipment related to pupils' needs
- Have additional communication skills – e.g. basic sign language / Makaton
- Can solve problems

Welsh language skills are desirable

Our values:

Professional
Whatever role we play in the council, we act with professionalism and integrity

Positive
We take a positive attitude in all we do

Progressive
We take a proactive and responsible approach to planning for the future

Open
We keep each other informed, share knowledge and act with honesty and integrity

Collaborative
We work constructively and willingly on joint initiatives

How to apply

You will need to complete the online application, it's simple, just follow the process step by step.

Top tips:

- Read the Job Description and Person Specification carefully and evidence that you meet all of the essential criteria in your supporting statement.
- Sell yourself and where possible give examples
- List your qualifications that are relevant for the position, as detailed in the person specification.
- Ensure one of your referees is from your most recent employer or if this is your first job why not ask a school teacher or tutor, just ensure you know them at a professional level.
- Be honest Tell us about any gaps in your employment history
- Complete the application in full

Next steps

The closing date for applications is 22/11/2026
Once submitted we will email you to let you know we've received your application.
We will be shortlisting the applications on 23/11/2026. We will email you either way if you have been successful. So, keep an eye out in your inbox!

The interviews will take place on W/C 30/11/2026

We wish you luck with your application.