JOB DESCRIPTION

PERSON SPECIFICATION

Where every child is kind, confident and ready to shine

Job Title	APPRENTICE TEACHING ASSISTANT LEVEL 2 (Qualification is Level 3)
Type	FIXED TERM Contract is attached to a child/children with an EHCP.
Grade	GRADE
Primary Purpose of the Job	To support via the Level 3 Apprenticeship Scheme via an approved Training provider a higher level SEND pupil who has significant SEMH needs or needs linked to ASD. 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 encouraging access to class.
Responsible to	SENCo/ Head Teacher
Main Responsibilities	Provide support for the pupil, family, curriculum and the school

Commitment to Safeguarding Children:
This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment:

· To ensure awareness of school policy and procedures re: Child Protection and Safeguarding.
· To become aware of the signs and symptoms of abuse by attending relevant courses, staff meetings and INSET.
· To follow school policy and report all causes for concern to the DSL.
· To ensure the safety of all pupils in the school learning environment both indoor and outdoor.
· To know that Safeguarding is the responsibility of all staff.

Working under the overall supervision of the responsible teacher (Mentor), assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils.
Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees once qualified.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation

and care of teaching materials/resources and secure and accurate record keeping.

MAIN DUTIES:

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- To develop knowledge of the particular needs of the child and seek advice from Class Teacher, SENCo and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g., worksheets, games, visual prompt cards etc.
- To work with the Class Teacher to make and/or modify resources as directed by Class Teacher, SENCo, SEN team, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day-to-day class activities.
- To liaise with parents/carers on a regular basis and update them on their child's progress/learning/wellbeing
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- Take a lead on the implementation of Individual Education/Behaviour Plans/EHCPs, based on pupil needs.
- Promote inclusion and acceptance of all pupils.
- Provide consistent support to pupils; responding appropriately to individual pupil needs with particular regard to managing challenging behaviours in children who have significant SEN.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Help pupils to develop communication skills
- Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs
- Use specialist skills gained through training and experience to support pupils.
- Assist in the personal, social, emotional development of pupils and development of self esteem
- Use specialist skills/knowledge/training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.
- If required, support with personal care.
- This role is in conjunction with the Apprentice Support Programme and the in-house Mentor.

At the end of the apprenticeship, you will gain a Level 3 qualification

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 (including specialised programmes), effectively utilising all alternative learning opportunities to support and extend progress
- 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 strategies e.g. the use of work stations.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- Be aware of and comply with school policies and procedures relating to safeguarding, 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 plans.
- Establish constructive relationships and communicate with colleagues in school, other agencies and professionals in collaboration with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings as required.
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To carry out duties as directed by the class teacher, SENCo or Head Teacher
- Undertake First Aid training and become one of the first aiders in school.

Support for the teacher

- Provide some clerical/administration support (e.g. use ICT to prepare resources, filing, 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, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Record information relevant to the assessment and review of pupils' progress
- Attend IEP/EHCP meetings
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
- Promote positive values and 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.
- Undertake routine and non-routine administrative tasks.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour

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PERSON SPECIFICATION

Where every child is kind, confident and ready to shine

E = Essential, D = Desirable

No.	Person Specification Criteria	Application Form	Interview	Practical Task
	SECTION A: QUALIFICATIONS, TRAINING & SAFEGUARDING			
E	Eligibility for Level 3 Apprenticeship funding and entry requirements (e.g., GCSE English & Maths Grade 4/C or equivalent, or willingness/ability to achieve Functional Skills Level 2 alongside the apprenticeship).	✔		
E	Commitment to safeguarding and promoting the welfare of children; awareness of child protection principles, confidentiality, and professional boundaries (subject to enhanced DBS check).	✔	✔	
D	Willingness to undertake First Aid training to become a school first aider, and full commitment to completing the Level 3 Apprentice Support Programme and in-house CPD.		✔	
	SECTION B: EXPERIENCE & KNOWLEDGE			
D	Experience of working with, volunteering with, or caring for children or young people (ideally including those with Special Educational Needs or disabilities).	✔	✔	
D	Understanding of how children learn and develop, including awareness of diverse learning styles, social/emotional development, and barriers faced by pupils with SEN/EHCPs.		✔	✔
E	Basic awareness of school policies and statutory frameworks (health & safety, data protection/GDPR, equality & inclusion) and willingness to follow teacher/SENCo direction.		✔	
	SECTION C: SKILLS & ABILITIES (PUPIL, CURRICULUM & TEACHER SUPPORT)			
E	Strong interpersonal and communication skills: ability to build positive, trusting relationships with pupils, act as a role model, and support pupils' own communication skills.		✔	✔
E	Ability to support literacy, numeracy, and tailored learning activities, including modifying resources (worksheets, visual prompt cards, workstations) under teacher guidance.			✔

No.	Person Specification Criteria	Application Form	Interview	Practical Task
E	Patience, resilience, and emotional regulation when managing challenging behaviour or supporting pupils with complex SEN, applying positive behaviour strategies consistently.		✔	
E	Willingness and sensitivity to provide general care, welfare, and personal/physical care support (if required), and to supervise pupils safely on off-site visits.		✔	
D	Competence in ICT and administrative/organisational skills: preparing teaching resources, maintaining accurate pupil progress/EHCP records, and supporting classroom displays.	✔		✔
E	Ability to work collaboratively in a team under the supervision of a Class Teacher/Mentor, and to liaise professionally with parents, carers, SENCo, and external agencies.		✔	
	SECTION D: PERSONAL QUALITIES & VALUES			
E	Genuine enthusiasm for working in an inclusive school environment, promoting equality, celebrating difference, and setting high expectations for every child.	✔	✔	