**MOULTON SCHOOL**





**AND SCIENCE COLLEGE**

**TEACHING ASSISTANT – LEVEL 2**

31.25 hours per week - 38.6 weeks per year

(38 weeks term time + 3 Training Days)

Salary range Grade D Point 3-4 (£18,562 - £18,933)

£13,286 - £13,551 (actual salary)

**Reports to:** SENDCo

**Core Responsibilities:**

* To work under the direction on the SENDCo and Head of Inclusion within the Special Educational Needs Department.
* To work under the direction of the classroom teacher when supporting the pupil with special educational needs in the classroom.
* To support pupils in the department within small groups and on a 1:1 basis, including delivery of literacy intervention courses to small groups.
* To supervise pupils and carry out day-to-day tasks within the inclusion department.
* To support the implementation of department policies and initiatives.

**Support for Pupils:**

* Support pupils to complete lesson tasks to the highest possible standard as independently as possible.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations of behaviour and presentation.
* Support pupils consistently whilst recognising and responding to their individual needs.
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* To deliver intervention programmes, including small group literacy intervention programmes.
* Provide feedback to pupils in relation to progress and achievement.
* Create a positive working relationship and environment conducive to effective learning for children with SEN.
* Promote the inclusion and acceptance of all pupils within the classroom.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Develop a detailed understanding of the SEN needs of students in the school.
* Participate in training, other learning activities and professional development as required.
* Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection.

**Support for the School****:**

* To support the SENDCo with the day-to-day management of the learning environment including being responsible for the preparation of teaching aids, equipment, displays and materials as appropriate.
* To form and maintain good working relationships with all school staff whom assist in the smooth running of the SEN department.
* To support in maintaining the high standards of behaviour within the department and facilitating a safe environment for all pupil that use the inclusion rooms.
* To work closely with the year teams in order to maintain communication about the pupils’ needs and progress.
* Support or briefly cover small group lessons where required.
* To adhere to and maintain the department and whole school ethos.
* To work collaboratively with staff to achieve positive outcomes for pupils.
* To maintain the resources and learning materials within the SEN department.
* To have an understanding of special educational needs and disabilities as defined in the SEND Code of Practice 2015.
* To be responsible and accountable for carrying out the post with regard to the school’s Safeguarding Policy.

**THIS JOB DESCRIPTION** reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder. Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the school. Demonstrate awareness/understanding of equal opportunities and other people’s behavioural, physical, social and welfare needs.

To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Duties may be subject to periodic review by the Head Teacher and/or SENDCo (in consultation with the post holder) to reflect the changing work composition of the School or to reflect changing learner needs.

**THE SPECIAL NEEDS DEPARTMENT**

The department is responsible for supporting students with a range of special needs. There are three Special Needs Teachers who work full-time in school, three level 3 Teaching assistants and then level 2 Teaching Assistants.

Accommodation consists of a purpose-built block of rooms. All rooms are very well equipped and are flexible enough to be used for teaching groups of varying sizes up to fifteen. The rooms also serve as resource bases for Special Needs.

# THE SPECIAL NEEDS CURRICULUM

# Key Stage 3

a. Students who show themselves as unable to make progress in French and are weak in literacy and numeracy are withdrawn from French and study extra numeracy and literacy as well as basic French.

b. In Year 8, the Special Needs Department supports students in the following ways:

i. small group work with those whose levels of performance are quite low

ii. in-class support (where students are supported actually in the classroom)

iii. Support for most children who did not achieve Level 4 in English and/or Maths at the end of KS2.

We also have 9 students who have “Statements of Special Educational Needs” which specify particular programmes an individual has to follow, often on a one-to-one basis. These bring with them extra resourcing.

The Special Needs Co-ordinator oversees provision in school, working closely with staff and parents to try to meet individual needs.

# Key Stage 4

The majority of students take 9 GCSE subjects. However, a small number elect to take one fewer GCSE and curriculum support in lieu of this. Some individuals continue to have 1:1 provision.

**Inclusion Work**

One of the dedicated rooms also serves as an ‘Inclusion Room’ and students at risk from exclusion, together with children with temporary access problems, spend some time there. TAs support this area.

**PERSONNEL SPECIFICATION**

**TEACHING ASSISTANT LEVEL 2**

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| **CATEGORY ITEM** | **ESSENTIAL** | **DESIRABLE** |
| Experience |  | * Work in supporting young people. * Awareness of secondary education processes. * Work as a TA (preferably secondary). |
| Education and Training | * Evidence of English and Maths at level 2. * Evidence of commitment to professional development. | * NVQ L2 in learning support. |
| Aptitudes | * Ability to set high standards and motivate students. * Ability to work co-operatively within the support department. * Ability to develop resources. * The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post. | * Ability to use ICT. |
| Disposition | * Committed and enthusiastic. * Enjoys working in a team. * Shows initiative. * Co-operative and flexible. * Empathy with students of all abilities and dispositions * Suitability to work with children * Sense of humour. |  |

Oct 2021