



## **JOB DESCRIPTION**

**Job Title:** Level 2 Teaching Assistant (SEND)  
**Grade:** B3 SCP 7 – 11  
**Reporting to:** Reports to SENDCo / Assistant Principal of SEND

### **Job Purpose:**

To work under the instruction/guidance of teaching and senior staff to undertake work, care and support programmes, enabling access to learning for pupils with SEND. To assist the teacher in the management of pupils and the classroom, working with individuals and small groups.

### **Main Duties**

#### **Pupil Support**

- To supervise and provide particular support for individual pupils and small groups, including those with special educational needs, ensuring their safety and access to learning activities.
- To assist with the development and implementation of Individual Education Plans (IEPs), Behaviour Plans and Personal Care programmes.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To set challenging expectations and promote self-esteem and independence.

#### **Learning and Progress**

- To provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To use strategies, in liaison with the teacher, to support pupils in achieving learning goals.
- To assist with the planning of learning activities.
- To monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- To deliver structured learning activities/programmes, adjusting activities according to pupil responses.
- To support programmes linked to literacy, numeracy and other learning strategies, recording achievement and feeding back progress to the teacher.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.

#### **Classroom and Environment**

- To create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with displays of pupils' work.
- To prepare, maintain and use equipment/resources required to meet lesson plans and assist pupils in their use.
- To provide clerical/administrative support including photocopying, filing and coursework administration.

#### **Behaviour and Inclusion**

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**The GORSE Academies Trust**, c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA

**Chief Executive Officer:** Sir John Townsley BA (Hons) NPQH

**Deputy Chief Executive Officer:** Mrs L Griffiths BSC (Hons) NPQEL

**Chair of the Board:** Mrs A McAvan BA (Hons) NPQH

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# GORSE

- To promote positive behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- To ensure all pupils have equal access to opportunities to learn and develop and to support diversity and inclusion.

## Communication and Working with Others

- To provide detailed and regular feedback to teachers and parents/carers on pupils' achievement, progress and any concerns.
- To establish constructive relationships with parents/carers.
- To appreciate and support the role of other professionals.
- To attend and participate in relevant meetings as required.

## Wider School Duties

- To supervise pupils out of lesson times, including before and after school and at lunchtime.
- To accompany teaching staff and pupils on visits, trips and out of school activities and take responsibility for groups under the supervision of the teacher.

## Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

## Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

## PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
• Completion of DfES Teacher Assistant Induction Programme Or equivalent qualifications or experience.	E
• NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment.	E
• Training in the relevant learning strategies e.g. literacy.	E
• Grade 4 (C) and above in GCSE English and/or Mathematics (or equivalent).	D
• Relevant SEND-specific training (e.g. Autism Awareness, Team Teach, Makaton, ELKLAN, or similar).	D

Knowledge and Skills	E/D
• Good numeracy/literacy skills.	E
• Effective use of ICT to support learning.	E
• Use of other equipment technology – video, photocopier.	E
• Ability to relate well to children and adults.	E
• Work constructively as part of a team.	E
• To be aware of policies and procedures relating to child. protection, health, safety and security, confidentiality and data protection.	E
• Understanding of relevant polices/codes of practice and awareness of relevant legislation	E
• Basic understanding of child development and learning.	E
• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.	E
• Good knowledge of Phonics.	D
• Appropriate knowledge of first aid.	D
• To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	D
• Understanding classroom roles and responsibilities and your own position within these.	D
• Ability to self-evaluate learning needs and actively seek learning opportunities.	D
• Understanding of a range of special educational needs, including Autism Spectrum Condition (ASC), ADHD and speech and language needs.	D
• Knowledge of strategies to support pupils with SEMH needs.	D
• Awareness of sensory processing needs and strategies to support regulation.	D
Experience	
• Working with or caring for children of relevant age.	E
• Experience of using visual supports or communication tools (e.g. PECS, visual timetables)	D
• Experience of supporting pupils with SEND in a classroom or specialist setting	D
• Experience of working with pupils with communication and interaction needs	D
• Experience of delivering targeted interventions or small group support	D
Personal / Other	E/D
• A patient, flexible and nurturing approach to supporting pupils with additional needs	D
• Commitment to inclusive education and supporting pupils to achieve independence	D
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance.	E

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.**

**Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.**

Updated May 25