



Federation of Oxford Road Community School & Wilson Primary School SEN Teaching Assistant RG3 Level 2 Job Description

Post title:	SEN Teaching Assistant Level 2
School:	Federation of Oxford Road Community & Wilson Primary School
Pay range:	RG3 5-11
Line Manager:	Class teacher

Main purpose of the job

- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils with specific learning difficulties and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Duties and responsibilities

Support for pupils

- Supervise and provide specific support for a pupil with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Have respect for the child's personal dignity and help to develop independence skills
- Be aware of the medical, physical and personal care needs of the child.
- Give support as appropriate for individual therapy and medical programmes, such as OT and speech therapy
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for the teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Work with a child on a one to one basis, engage in educational activities and therapy programmes under the direction of the class teacher and/or the SENCo



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- Give support, as appropriate, for individual curriculum programmes according to teacher planning. This would involve the use of IT, involvement in integration programmes and interpreting or simplifying teacher instructions
- 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 policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Gateway - pt 8-11

- Performance management objectives consistently being successfully completed
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals as identified on their individual provision plans
- Communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils / specific SEN pupil, for example the educational psychologist and the AST advisory teacher
- Contribute to and initiate agreed learning activities to support the development of literacy and numeracy skills, for example the Pie Corbett and Wizard Maths initiatives.
- Administer routine tests and invigilate exams and undertake routine marking of pupils work
- Able to work flexibly responding to changing workloads
- Take responsibility for specific activities as required by the class teacher or the Inclusion Manager
- Use a range of strategies to maximise the effect of the teacher during whole class teaching
- Assist with the supervision of pupils out of lesson times

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Federation organisation and may change either as your contract changes or as the organisation of the Federation is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate

Signature of Post holder _____ Date / /

Signature of Headteacher _____ Date / /



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Person Specification: Teaching Assistant RG3 Level 2	
Criteria	Qualities
Qualifications/ Education/ Training	<p>Good Numeracy /literacy skills</p> <p>Completion of DfES Teacher Assistant Induction Programme</p> <p>NVQ 2 for Teaching Assistants or equivalent qualifications or experience</p> <p>Training in the relevant learning strategies e.g. literacy</p> <p>First aid training/training as appropriate</p>
Experience	<p>Working with or caring for children of relevant age</p> <p>Working with children with special educational needs e.g. ASD</p> <p>Experience of using Makaton and/or PECS</p>
Knowledge, Skills & Abilities	<p>Effective use of ICT to support learning</p> <p>Use of other equipment technology – video, photocopier</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <p>General understanding of national/foundation stage curriculum and other basic learning programmes/strategies</p> <p>Basic understanding of child development and learning</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>