



THE STOUR FEDERATION SEND TEACHING ASSISTANT LEVEL 2 JOB DESCRIPTION

SCALE POINT 7 - 10

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

Accountability: work under the overall supervision of the responsible teacher. Be expected to exercise initiative and independent action. The TA may provide specialist support in one or more specialist areas (e.g. SEND, EAL).

Principal Contacts: main contacts are with pupils, teaching staff, specialist teachers, SENCOs, other professional staff (e.g. Educational Psychologists, therapists, advisory teachers), parents and carers.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

CURRICULUM SUPPORT

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required.
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

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 more able, keep pupils on task, interested, motivated and engaged.
- Provide routine or non-complex medical / health care and provide physiotherapy / occupational following training and guidance from external agencies.

- Work with and from guidance from other professionals, such as occupational therapists, physiotherapists, educational psychologists, speech and language therapist, specialist TAs.
- Monitor and provide for the general care, safety and welfare of pupils including tasks connected with the social education, medical and personal care of the pupil.
- Implement physical intervention strategies (e.g. Team Teach) – following relevant training.
- Promote independence and monitor pupils' ability to be independent with their health care and learning needs.
- Occasional support to whole class for short periods (eg story reading).
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Assist in the personal, social, emotional development of pupils, promoting independence and developing their self-esteem.
- Assist with the development and implementation of Individual Education Plans and behaviour plans.
- 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 uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Assist with the supervision of pupils, including accompanying small groups of pupils on short trips off the school premises, under the supervision of the responsible teacher.

SUPPORT TO THE TEACHER

- Assist with lesson/activity planning, delivery and evaluation.
- Monitor individual/group achievements of key objectives and provide feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Record information relevant to assessment and review of pupils' progress.
- Attend Individual Education Plan and EHCP review meetings and work with the EHCP document under the guidance of the SENDCO.
- 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 and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.

SUPPORT TO THE SCHOOL

- Have an up-to-date understanding of the role.
- Understand the school's policies.
- Liaise effectively with school staff, sharing and providing information relevant to the role.

SAFEGUARDING CHILDREN & SAFER RECRUITMENT

All schools in The Stour Federation Multi Academy Trust are 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. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Stour Federation will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

QUALIFICATIONS AND LIKELY ABILITIES

- Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have good communication and listening skills and be able to present information verbally and in writing to others.
- Have experience of TA or teaching work.
- Have attended further training on aspects of the curriculum or areas of specific special need.
- Have good level of knowledge and understanding of at least one area of learning (e.g. English, maths, science, etc).
- Display commitment to the protection and safeguarding of children and young people.
- Value and respect the views and needs of children.
- Understand school's policies and how they relate to local and national frameworks/policies (e.g. child protection, health and safety, equal opportunities, SEND).
- Able to use ICT effectively to support learning and use other technology equipment.
- Able to plan own work when required.
- Able to transfer theory/training into practice.
- Can solve problems, exercise initiative and independent action.
- Pro-active in offering ideas.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.