JOB DESCRIPTION

PERSON SPECIFICATION

Where every child is kind, confident and ready to shine

Job Title	TEACHING ASSISTANT LEVEL 2
JEID	S0052
Type	FIXED TERM
Grade	GRADE F7-10
Primary Purpose of the Job	Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils.
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.

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.

Approved by Headteacher – November 2026

MAIN DUTIES:

Support for the Pupil

- 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.
- Occasional support to whole class for short periods (e.g., 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.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of
- self-esteem.
- Assist with the development and implementation of IEPs/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.
- Monitor and provide for general care, safety and welfare of pupils, including tasks
- connected with their social inclusion and personal/physical care.

Support for the curriculum

- 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 pupil's competence and independence in its use.

Support for the school

- 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
- Attend IEP and statement review meetings if appropriate
- 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
- Record information relevant to assessment and review of pupil's progress
- 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, e.g., produce worksheets,
- administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and
- provide information

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

QUALIFICATIONS, TRAINING 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 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, Early Years).
- Display commitment to the protection and safeguarding of children and young people
- Value and respect the views and needs of children
- Understand school policies and how they relate to local and national frameworks/policies
- (e.g., child protection, health and safety, equal ops, SEN).
- Can use ICT effectively to support learning and use other technology equipment.
- Can plan own work when required.
- Can transfer theory/training into practice.
- Can solve problems and can exercise initiative and independent action.
- Is pro-active in offering ideas.

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PERSON SPECIFICATION

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E = Essential, D = Desirable

No.	Person Specification Criteria	Application Form	Interview	Practical Task
	SECTION A: QUALIFICATIONS, TRAINING & SAFEGUARDING			
E	GCSE English & Maths Grade 4/C or equivalent, NVQ2 qualification or be working or willing to work towards	✔		
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 commitment to 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	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.	✔	✔	