



The Radclyffe School

“Working Together for Excellence”

JOB DESCRIPTION

TEACHING ASSISTANT (Level 2)

- Purpose:** To work under the guidance of designated teaching/senior staff to undertake work/support programmes, to enable access to learning for pupils 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 under the guidance of teaching/senior staff.
- Reporting to:** Assistant Headteacher: SENCO, Deputy SENCO
- Liaising with:** Teaching and other staff in the school / Students / Parents/Relatives/Carers
- Working Time:** 32 hours 30 minutes per week, 190 days (term time) + 5 days
- Salary:** Grade 3, point 6 -11

Overall Responsibility

To work in collaboration with SENCO/Deputy SENCO and teachers in order to provide timetabled support and guidance to SEN students with a range of complex needs in mainstream lessons across the school and year groups. As well as plan, deliver and evaluate one-to-one and group interventions sessions outside of the classroom, that support SEND learners, when required.

Key Responsibility

Supporting pupils' progress and outcomes:

- Supervise and support planned learning activities/teaching programmes as agreed with the teacher
- Support the teacher in monitoring, assessing and recording student progress and learning
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on student progress and behaviour
- Plan and implement interventions for SEND students
- Support the development of Provision Map; Pupil Passports, APDR documents and case studies
- To understand and apply professional guidance as outlined in student's EHCPs/ professional reports

- Provide objective and accurate feedback and reports as required on student achievement, progress, and other matters, ensuring availability of appropriate evidence
- Undertake routine marking of students' work and accurately record achievement/progress, using the Graduated Approach, if appropriate
- Be responsible for reviewing APDR documents and provision. And keeping and updating records.
- To be a PLG (Personal Learning Guide) in line with school policy

Supporting learning and inclusion:

- Have high expectations and support SEND students consistently, whilst recognising and responding to their individual needs
- Support students with their social and emotional well-being, reporting problems to an appropriate staff member, when required
- To support inclusive learning culture in the school and acceptance of all students in the classroom by encouraging them to interact appropriately with one another and to engage in activities led by the teacher
- To support student's successful transfer between educational establishments and at key stages in their learning
- Support the development of students' independence, resiliency and self-esteem, rewarding achievements, when possible
- Support the effective use of ICT and adaptive tools to assist in learning activities
- Create/Support and maintain an appropriate learning environment, in liaison with the teacher
- Prepare and/or adapt teaching materials and use equipment and resources required to meet the lesson objectives and assist students in their use
- To assist in creating materials for curriculum delivery and display boards
- To support extracurricular activities including homework support, supported lunchtime clubs and after-school enrichment activities

Working in partnership:

- Act as a positive role model, develop trusting relationships with both staff and students
- When appropriate, share information about students with other staff, parents/carers, internal and external agencies
- Effectively communicate and provide feedback in meetings with staff, parents/carers and internal/external agencies, as agreed with the SENCO/Deputy SENCO
- Attend and participate in meetings as required
- Work with all staff to ensure the safeguarding of children and young people

- Improve one's own practice through training, observation, evaluation and discussion with colleagues. Recognise one's own strengths and areas of expertise and use these to advise and support others

Other support:

- To attend regular meetings, training and briefings, as required, and contribute to the identification and sharing of good practice between individuals
- To assist with referrals to external services e.g., speech/language therapy, occupational therapy, CAMHS
- Accompany teaching staff and students on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher
- First Aid and invigilate formal and mock examinations (and support with Exam Access Arrangements)
- Where required, to cover for absent colleagues
- Be aware of and comply with policies, procedures and codes of practice of the school including: child protection, health & safety, confidentiality and data protection, finance, ICT and reporting all concerns to a nominated person
- To undertake any other additional duties commensurate with the grade of the post.

Whilst every effort is made to set out the main duties and responsibilities of the post each individual task undertaken may not be identified.

Date: September 2026	Headteacher: Mr J Cregg
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This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

Teaching Assistant Person Specification	Essential / Desirable	Application Interview/ Test
Qualifications		
NVQ 2 for Teaching Assistants or equivalent qualification or experience	E	A
GCSE Maths and English passes (Grade C / 4 or above) or equivalent	E	A
Willingness to undertake training in relevant learning strategies e.g. literacy/numeracy and /or training in a particular curriculum.	E	A
Willingness and ability to obtain and/or enhance qualifications and training for development in the post	E	A
Experience		
Working with children with Special Needs and/or disabilities and/or challenging behaviours	E	A/I
Working with, volunteering or caring for children of secondary school age	E	A/I/T
Experience of individual and team working	E	A/I
Experience of keeping accurate and up to date documentation	E	A
Skills and Abilities		
Ability to motivate others and provide support	E	A/I
Excellent written and verbal communication skills	E	A/I/T
Use of ICT to a proficient standard including packages: Outlook, Excel, Word, PowerPoint	E	I/T
Ability to work under supervision and as a member of a team	E	A/I/T
Well-developed planning and organisational skills including time management and the ability to meet deadlines	E	A/I
Sound judgement and problem-solving skills	E	A/I
Have experience of using Provision Map and Bromcom	D	A/I
Knowledge		
Working with children with Special Needs and/or disabilities and/or challenging behaviours	E	A/I
Understanding of safeguarding and providing a safe and secure environment for our students	E	A
Understanding of the wider safeguarding agenda working with children and young people	E	I
Understanding of inclusion and how it applies in a school setting	E	A/I
Ability to support classroom teaching within a specific subject areas	E	A/I

Ability to plan, monitor and evaluate 1:1 or small group interventions with students	E	A/I
Ability to be resilient and flexible and to try different approaches with students with a wider range of additional needs, based on professional advice	E	A/I
Experience or knowledge of the National Curriculum	D	A/I
Experience or knowledge of evidence-based interventions or 'catch up' programmes	D	A/I
Ability of analyse attainment and progress data in order to inform planning and support	D	A/I
Work circumstances		
Able to work flexibly, according to the needs of the school including some evening attendance	E	A/I
Willing to be fully engaged in the whole life of the school including extra-curricular activities.	D	A/I