

- 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.
- Carry out midday supervision duties.

Support to 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 IEP and EHCP 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 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

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 (eg .

English, maths, science, ey).

Understand school's policies and how they relate to local and national frameworks/policies (eg 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.