



JOB DESCRIPTION

Post Title: SSA/TEACHING ASSISTANT (LEVEL TWO)	
Post Grade: Grade 6	Post Hours: 27.5 hours, term time only
Location: Cams Lane Primary School	
Purpose and Objectives of Post: To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.	
Accountable to: Head Teacher	
Immediately Responsible to: Class Teacher and SENCO	
Relationships: (Internal and External) Governing Body Head Teacher SENCO Teachers Support Staff Pupils	

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Supervise and provide particular support for pupil, including those with special needs, ensuring their safety and access to learning activities
- Ensure specific needs of pupil are met through varied strategies in order to meet needs such as ASD and ADHD, and learning/emotional difficulties
- Assist with the development and implementation of EHCP and SEND Profiles
- Establish constructive relationships with pupil and interact with them according to individual needs
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

SUPPORT FOR THE TEACHER

- Provide any clerical/administration support (eg photocopying, typing, filing, etc)
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, use strategies to support all pupils to achieve learning goals.
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupil responses to learning activities and accurately record pupil achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc
- Promote 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.
- Establish constructive relationships with parents/carers.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Apply differentiation to suit needs
- Undertake programmes linked to local and national learning strategies eg. literacy, numeracy, recording achievements and progress and feeding back to the teacher.
- 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 school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required and liaise with SENDCo
- Participate in training and other learning activities and performance development as required.
- 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 a teacher.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Safeguarding:

As an employee of The Collective Community Trust you have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults and for ensuring that they are protected from harm.

Equality Diversity and Inclusion:

The Collective Community Trust is committed to equality, diversity and inclusion, and expects all staff to comply with its equality related policies/procedures, and to treat others with fairness and respect.

Health and Safety:

The post holder is responsible for Employees Duties as specified with the Schools Health and Safety Policies.

Health and Wellbeing:

As an employee of The Collective Community Trust you should contribute to a culture that values and supports the physical and emotional wellbeing of yourself and your colleagues.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See Paragraph 203 of Supplemental Conditions of Service)

Job Description prepared by:	Sign:	Date:
Agreed correct by Postholder:	Sign:	Date:
Agreed correct by Supervisor/Manager:	Sign:	Date:



PERSON SPECIFICATION

SSA/TEACHING ASSISTANT (LEVEL TWO)

<u>ASSESSMENT METHOD</u>	<u>SHORT-LISTING CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<u>APPLICATION FORM /INTERVIEW</u>	<p><u>QUALIFICATIONS</u></p> <p>NVQ 2 in Teaching Assistance or equivalent qualification or experience of working with/caring for children within specified age range/subject area</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p>Training in relevant learning strategies</p>		✓
<u>APPLICATION FORM /INTERVIEW</u>	<p><u>SKILLS</u></p> <p>Ability to work effectively within a team environment, understanding classroom roles and responsibilities</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p>Ability to build effective working relationships with all pupils and colleagues</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p>Ability to work with children at all levels regardless of specific individual need</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p>Good personal numeracy and literacy skills</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p>Skills in developing pupils mental health, communication of pupils feelings, their self confidence and maintaining peer relationships</p>	✓	
<u>APPLICATION FORM /INTERVIEW</u>	<p><u>KNOWLEDGE</u></p> <p>General understanding of National curriculum and other basic learning programmes/strategies.</p>	✓	
<u>APPLICATION FORM / INTERVIEW</u>	<p>Understanding of child development and learning, and conditions including ASD and ADHD, and learning/emotional difficulties</p>	✓	
<u>APPLICATION FORM / INTERVIEW</u>	<p>Understanding of relevant policies/SEND code of practice and awareness of relevant legislation.</p>	✓	

<u>APPLICATION FORM / INTERVIEW</u>	General awareness of inclusion especially within a school setting.	✓	
<u>APPLICATION FORM / INTERVIEW</u>	Knowledge of how to differentiate work to meet 1:1 needs, use range of suitable resources and different methods of recording, and meet needs when working in small groups	✓	
<u>APPLICATION FORM / INTERVIEW</u>	EXPERIENCE Experience of SEN 1:1 pupil support and in small groups in a school setting demonstrating experience of meeting academic needs, developing concentration levels and meeting pastoral/nurture needs	✓	
<u>APPLICATION FORM / INTERVIEW</u>	Experience of working in KS2 and also any KS1 experience to further support	✓	
<u>APPLICATION FORM / INTERVIEW</u>	Experience of working with pupils with ASD/ADHD	✓	
<u>APPLICATION FORM / INTERVIEW</u>	Experience of learning and emotional difficulties		✓
<u>APPLICATION FORM / INTERVIEW</u>	Experience of resources preparation to support learning programmes and differentiation, and using intervention programmes and resources	✓	
<u>APPLICATION FORM / INTERVIEW</u>	Effective use of ICT to support learning	✓	
<u>APPLICATION FORM / INTERVIEW</u>	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	✓	
	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	✓	
	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	✓	
	Able to improve their own practice through observations, evaluation and discussion with colleagues	✓	
	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice; Liaise with class teacher and SENDCo	✓	

	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	✓	
	Willingness to participate in relevant training and development opportunities	✓	
	Employees of the school have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.	✓	