



CORPUS CHRISTI

We are His body, living and learning as one.

Job Description

Teaching Assistant Level 2 Special / Additional Needs

The post holder will report to the Teacher/Senior Teaching Assistant. Apart from other colleagues, the main contacts of the job are the Headteacher, teaching staff, other support staff and students.

Main purpose of the post

Under the guidance of a teaching/senior support staff, provide support for students who require help to enable access to learning and to assist in the management of students

Provide specialist support in a specific area of the curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required

Main duties and responsibilities

Support for students

To work with groups of students under the supervision of the teacher including the delivery of therapy and programmes of work and implementation of ILPs

Supervise and provide particular support for pupils with special needs ensuring their safety and access to learning activities

Give regular feedback on student's progress to the class teacher and file records

Attend to student's personal needs, including minor first aid and provide advice to assist in the pastoral, social health, physical hygiene development and welfare matters.

Establish good relationships with students, taking on role model by presenting a positive personal image and responding appropriately to individual needs

Promote the inclusion and acceptance of all students

Encourage students to act independently as appropriate

To occasionally supervise whole classes as required

To assist with the dispensing of medication in exceptional circumstances, with appropriate training and under the supervision of medical staff where necessary.

To carry out escort duties as appropriate whenever required.

To assist students in the hydrotherapy pool (where applicable), lift, dress, and providing support to the students with the activities in the pool.

To support students on integration placement in mainstream schools or colleges and on work experience placements.

Support for Teachers

To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by students and ensuring its accessibility.

To liaise with therapists, medical staff, and other personnel working with student as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.

Provide curricular clerical/admin support, e.g. photocopying, making lists, collection of monies

Under the direction of the teacher prepare classroom for lessons, including display work and clear afterwards as appropriate.

Undertake student record keeping and updating records, information and data, producing reports as required.

Assist in the development and implementation of behaviour management strategies

Monitor student responses to learning activities and accurately record achievement/progress as directed

Administer and assess routine tests and invigilate exams and undertake routine marking of student's work

Support for the Curriculum

To provide support in all areas of the curriculum and on social occasions for students who have been identified as having medical conditions, which disable their full independent access to mainstream school life.

Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies

Support the use of ICT in learning activities and develop students' competence and independence in its use

Assist in the whole planning cycle, including the development of lesson/work plans and managing and preparing resources

Undertake structured and agreed learning activities/ including those linked to local and national learning strategies, adjusting activities according to student responses and particular needs, in order to maximise student access to the curriculum within an inclusive setting where appropriate. To record achievement and progress and provide feedback to the teacher.

General

To maintain good relationships with colleagues and work together as a team

To undertake all duties with full regard to the Health and Safety at Work Act

To attend training and administer basic first aid as and when required

To contribute to the overall ethos, work and aims of the school and Trust

Assist in the supervision of classroom and outdoor activities.

Assist with the supervision of discreet groups of students for short periods when the teacher is not present.

To participate in training and other learning activities and performance development as required

To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise

To be aware of and support difference and to ensure equal opportunities for all

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the

headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 2 may be called upon to provide cover supervision for a group or occasionally a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered



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Person Specification

Teaching Assistant Level 2 Special / Additional Needs

CRITERIA	ESSENTIAL OR DESIRABLE	HOW / WHEN MEASURED *A/I/R/SP
QUALIFICATIONS		
GCSE Maths and English at Grade 4/C or above	E	A/I/R/SP
Level 2 Award in Support Work in Schools OR Level 2 Certificate in Supporting Teaching and Learning in Schools OR Level 2 Teaching Assistant Certificate	E	A/R
EXPERIENCE		
Experience of working with children/young people with social, emotional and behavioural difficulties, and those with communication, severe, profound or complex learning difficulties where appropriate	D	A/I/R
KNOWLEDGE / SKILLS / ABILITIES		
The ability to work as part of a team	E	A/I/R
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	E	A/I/R
The flexibility to adapt to changing workload demands and new school challenges	E	A/I/R
Understanding of national/foundation stage curriculum and other basic learning programmes/strategies	D	A/I/R
Basic understanding of child development and learning	D	A/I/R
PERSONAL STYLES / BEHAVIOUR		
To act with the utmost integrity at all times	E	A/I/R
To deal with any emergencies that may crop up in a calm manner and remain calm and in control in difficult circumstances	E	A/I
To relate well to children and adults and communicate effectively with all stakeholders in tactful, friendly and professional manner	E	A/I/R
To be motivated to complete tasks to the required timescales and quality standards	E	A/I/R/SP
To maintain confidentiality relating to the staff and students at all times	E	I/R
To contribute to the Catholic ethos of the school	E	I
To be committed to equal opportunities	E	I
To uphold all aspects of safeguarding	E	I
To be willing to consent to apply for an enhanced disclosure and barring service check	E	I

*Application/Interview/References/Selection Process

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**