Grading
Job Description and Employee Specification

Job Title: Teaching Assistant (Level 2) SRP	**Service area**: Learning Skills and Culture - Schools
Post Number:	**Division:** Schools
Grade: 4	**Business Unit/Section:**

Overall Purpose of Job:

To assist in the planning, teaching, and assessing the differentiated curriculum and in developing, implementing, and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher within the specialist resource provision.

Main Responsibilities:

1. Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.
2. Assists with general administration and supports classroom management, including creating learning materials.
3. Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.
4. Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school.
5. Supervises pupils in small groups or one to one learning activities in school away from the main teaching area, following appropriate risk assessment.
6. Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
7. Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions if necessary
8. Implements speech and language development activities, physical development activities and mobility activities, using mechanical hoists when necessary.
9. Administers medication following clearly defined LEA/school procedures and follows basic first aid procedures as necessary.

10. Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupil's welfare and achievements.

Knowledge, Skill and Experience Required:

- Has a proven ability to support pupils with Communication and Interaction and/or Cognition and Learning needs effectively through the use of dynamic & engaging techniques.
- Communication skills, including facility with visual communication systems.
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour through relational practice
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils safely.

Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupil personal needs and communication.
- Communicates effectively with teachers, other professionals, and parents whenever the need arises and recognises the need to communicate.
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

Decision Making:

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil dysregulation.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress.
- Responds appropriately to pupil attempts to communicate needs.
- Communicates information effectively to teachers, other professionals, and parents whenever the need arises.

Grading
Job Description and Employee Specification

Contacts and Relationships:

Teachers

- Contributes to their planning, teaching, and assessing the curriculum – daily.

Pupils

- Enables access to the planned curriculum and meets personal and social needs – daily.

Leadership group of the school

- Takes part in departmental or whole school meetings – weekly.

Other staff

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers – daily

Other Professionals

- Provides information about pupil progress, strategies, and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations – weekly.

Parents

- Shares information about class activities, pupil progress and family needs – irregularly
- Shares information about pupil progress with inclusion programmes – weekly

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

None

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

Grading
Job Description and Employee Specification

Physical Demands:

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking, and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when meeting sensory needs or when taking pupils for off-site educational visits.

Will involve in physical interventions with pupils, following LEA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

Working Conditions:

Works in classroom for most part of school day. These can be warm, and pupils can be noisy. Works outside in an attached courtyard; All weathers and may involve physical interventions. Can be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

Work Context:

At risk of verbal abuse and physical harm from pupils who are dysregulated.

At risk of injury from moving and handling pupils who are unsafe or with physical disabilities.

At risk of exposure to bodily fluids when assisting dysregulated children.

At risk of infection when dealing with unwell children.

Position in Organisation:

Indicate how many staff the post is directly accountable for: None

Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description 08 February 2026

Date copy sent to Post holder .....

This page is intentionally left blank

Grading
Job Description and Employee Specification

POST NUMBER _____ **JOB TITLE** _____ **HOURS PER WEEK** _____

	ESSENTIAL	DESIRABLE	How measured in recruitment & selection
EXPERIENCE	Has a proven ability to support pupils with SEMH needs effectively through the use of dynamic & engaging techniques. Involved with planning & delivery of curriculum and planned interventions to comply with needs as outlined in provision mapping and personal targets.	Experience of working in a specialist setting with children unable to access mainstream education.	Application form Interview References
EDUCATION, TRAINING, QUALIFICATIONS	Good personal secondary education Childcare qualification (e.g. Cache L2 or equivalent) Some evidence of specialist training in areas of SEN or willingness to be trained. GCSE Maths and English grade C or above or equivalent.	Training in delivery of specific learning programmes and/or knowledge of behaviour strategies such as positive solutions. First Aid qualification.	Application form Certificates Interview
SKILLS AND KNOWLEDGE	Good communication & interpersonal skills Strong organisational skills ICT competency Ability to maintain confidentiality at all times.	Excellent time management Understanding of child development and personal needs Understanding of individual learning styles Good literacy and numeracy skills	Application form Interview Certificates References

	Understanding of what safeguards are necessary to ensure the safety of children.	Knowledge of strategies which promote good behaviour and discipline. Ability to respond to "on the spot incidents" as and when they arise. Ability to adapt to changing situations. Solid knowledge of child protection legislation, procedures, and staff responsibilities. Team Teach trained Experience of supporting children with sensory needs Experience of supporting the regulation of dysregulated children.	
ADDITIONAL ASPECTS OF THE POST	Willingness to participate fully in the life of the school.	Willingness to help organise social/fundraising events.	Application form Interview

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** □
- Political restriction **No**□
- The ability to speak fluent English under the Immigration Act 2016 **Yes** □

Employee:
(signed) _____ (print) _____ Date: _____

Manager:
(signed) _____ (print) _____ Date: _____