



JOB DESCRIPTION & PERSON SPECIFICATION

JOB ROLE: Teaching Assistant Lv2

Reports to: Head of Faculty - SEND

Grade: WFS Grade 5 (12 – 14)

JOB DESCRIPTION

Overall Responsibilities:

To work under the instruction/guidance of the SENDCo/senior staff to undertake work/care/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.

Inclusion, SEND & SEMH Support

- To assist with the Emotionally Based School Avoidance (ESBA) Pathway including leading on EBSA for individual students.
- To support students in Inclusion.
- To support with EHCP reviews under the supervision of the SENDCo.
- To support the work of the Social Emotional Mental Health (SEMH) Lead and Inclusion Lead.
- To promote the inclusion and acceptance of all pupils.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Pupil Support & Relationships

- To supervise and provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To establish constructive relationships with parents/carers.

Teaching & Learning Support

- To use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- To assist with the planning of learning activities.

- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- To undertake programmes linked to local and national learning strategies, including literacy, numeracy, KS3 and early years.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- To prepare, maintain and use equipment/resources required to meet lesson plans and relevant learning activities and assist pupils in their use.

Assessment, Monitoring & Feedback

- To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- To monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- To provide detailed and regular feedback to teachers on pupils' achievement, progress and concerns.

Behaviour & Pastoral Support

- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- To create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work.

Professional Responsibilities & Collaboration

- To attend and participate in relevant meetings as required.
- To appreciate and support the role of other professionals.

General

Be aware of and comply with all school policies and procedures particularly relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Carry out all duties regarding the school's policies and codes of conduct.

Participating in training and other learning activities as required and to participate in appraisal and professional development.

Set high expectations of conduct, whilst acting as a good role model for others.

PERSON SPECIFICATION

Qualifications, Knowledge and Experience			
	Essential	Desirable	Assessment
GCSE Grade C/4 or above in English and Mathematics (or equivalent).	✓		Application
Relevant Level 2 or 3 qualification in Supporting Teaching and Learning, Childcare, Education, or SEND.	✓		Application
Commitment to continuing professional development.		✓	Application
Training in safeguarding, SEMH, trauma-informed practice, Mental Health First Aid, Team Teach, or de-escalation strategies.		✓	Application/ Interview
Experience of working with children or young people in an educational or similar setting.	✓		Application/ Interview
Experience of supporting pupils with SEND, particularly SEMH, autism, anxiety, or EBSA.	✓		Application/ Interview
Experience of supporting pupils with varying learning and behavioural needs.	✓		Application/ Interview
Experience of contributing to EHCP reviews and implementing support plans.		✓	Application/ Interview
Experience of building positive relationships with children and families.	✓		Application/ Interview
Experience of multi-agency working and liaising with external professionals.	✓		Application/ Interview
Understanding of safeguarding and child protection procedures.	✓		Application/ Interview
Understanding of inclusive education and promoting equality of opportunity.	✓		Application/ Interview
Understanding of positive behaviour management strategies.	✓		Application/ Interview
Ability to motivate and engage pupils, promoting self-esteem and independence.	✓		Application/ Interview
Understanding of Emotionally Based School Avoidance (EBSA) and strategies to support attendance and reintegration.		✓	Application/ Interview
Understanding of Individual Education Plans (IEPs), Behaviour Plans and EHCP processes.		✓	Application/ Interview
Ability to deliver targeted interventions for pupils with SEMH or attendance concerns.		✓	Application/ Interview
Ability to support transition and reintegration programmes.		✓	Application/ Interview
Personal Qualities			
Able to build positive relationships with staff, parents and students	✓		Interview
Be organised and able to prioritise	✓		Interview
Be flexible	✓		Interview
Be professional and efficient	✓		Interview
Be personable and relatable	✓		Interview
Good timekeeping	✓		Interview