

**JOB DESCRIPTION**

Post title: Teaching Assistant LEVEL 2

Grade: Grade D+ SEND Allowance

Responsible to: SEND Co-ordinator

Overall Job Purpose: To work with and support pupils with Special Educational Needs and Disabilities (SEND) as a member of the Learning Support and Inclusion Team. To ensure students with additional needs are fully included in the life of Sharples Learning Community and have equal opportunity to fulfil their potential, promoting the inclusion of all pupils

Principal Responsibilities:

* To develop a basic knowledge of additional needs, to assist the Inclusion Co-ordinator in identification and assessment of pupils with additional needs.
* To work under the direction/guidance of the Inclusion Co-ordinator/class teacher to support students identified as having additional needs (including those with a statement of special educational needs) in a variety of ways in the form of encouraging, prompting, rephrasing, instructions, scaffolding, working in basic skills and keeping pupils on task.
* To assist with maintenance and key recording and reporting systems in learning support.
* To assist in implementation of IEP’s and statements.
* To deliver study programmes/mentoring programmes devised by and under the direction/guidance of Inclusion Co-ordinator on a one to one basis or to small groups.
* To provide support for pupil(s) emotional and social needs by encouraging and modelling positive behaviour in line with the school’s behaviour policy, 4C’s and demonstrating high expectations of work, behaviour and dress.
1. **Main Duties**

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| * Working under the direction/guidance of the Inclusion Co-ordinator and/or designated class teacher to supervise and provide particular support for pupils with additional needs, including those with a statement by encouraging, prompting etc., to enable them to learn as effectively as possible on their own and in group situations, taking into account the special needs involved.
* To support the pupil(s) in the development of skills, e.g. (i) basic literacy and numeracy skills, communication skills; play and social skills; self-help skills; and emotional development whilst supporting their access to the curriculum through clarification and reinforcement of the subject matter.
* To liaise closely with the class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Educational Plan/Individual Behaviour Plan(s) designed for the pupil(s)
* To monitor pupil progress and report on any achievements, needs or developments during IEP meetings and annual review of statements of special educational needs.
* To maintain records of in-class support and of the progress of individual pupils to report on achievements or developments against IEP/IBP targets and to contribute to a review of a statement of special educational needs as appropriate and attend relevant meetings.
* To actively encourage independent social and learning of pupils in a class by ensuring effective pupil/pupil interaction in the classroom.
* To assist with the development of the pupil(s) basic ICT skills and support the use of ICT in learning activities.
* To prepare suitable work and differentiate learning resources (e.g. worksheets or sight cards) to enable the pupil(s) to access the learning activity at their appropriate level of understanding.
* To establish a good relationship with parents/carers and to provide information and feedback where appropriate and agreed under the guidance of the teacher.
* To assist the class teacher with the preparation of the classroom for lessons, where appropriate.
* To assist the form tutor during registration time.
* To assist any identified pupil(s) with physical, medical and social needs as directed by Inclusion Co-ordinator.
* To encourage pupil(s) to engage in activities led by the teacher.
* To help, where necessary, with pupils who are sick, distressed or injured.
* To promote pupil self-esteem and independence through praise and use of the school reward system.
* To assist with the supervision of pupil(s) out of lesson time, as necessary for their safety.
* To accompany the pupil(s) on school visits, trips and out of school activities as required.
* To attend relevant meetings and participate in training opportunities and performance development as required.
* To undertake any other broadly analogous duties.
* To create and maintain an orderly and supportive environment by ensuring pupils are supported in form time to be prepared for the school day:
* Check pupil understanding of the timetable;
* Check pupils are aware of changes to the day e.g. staff absence, photographs etc and direct to lessons;
* Check pupils have diary and necessary school equipment daily
* To attend relevant meetings and participate in training opportunities and performance development as required.
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**2. Competencies**

**Customer Care**

* To provide quality services that are what our customers want and need.
* To give customers the opportunity to comment or complain if they need to.
* To work with customers and do what needs to be done to meet their needs.
* To inform your manager about what customers say in relation to the services delivered.

**Develop oneself and others**

* To access development opportunities and share learning and experience with others in the Learning Support Team.

**Valuing Diversity**

* To accept everyone has a right to their distinct identity.
* To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation.
* To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**Prepared/revised by: Ms. C Molyneux, Headteacher, April 2025**

***Agreed by Postholder****:* ***Signature:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date***: \_\_\_\_\_\_\_\_\_\_\_



**PERSON SPECIFICATION**

**Post title: Teaching Assistant LEVEL 2**

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| **Key Criteria** | **Essential** | **Desirable** | **Method of Assessment** |
| **Previous Experience** | * Experience of resource preparation to support pupil-learning programmes.
* Experience of working with and/or caring for children within specified age range/subject area or NVQ11 or equivalent in teaching assistance.
 | * Experience of resources preparation to support learning programmes, Knowledge of strategies to support ASD in the classroom, experience of working with ASD children.
 | **Application form / interview / references** |
| **Qualifications and Training** | * Requirement to complete DFE Teacher Assistant Induction Programme.
* Willingness to participate in relevant training and development opportunities.
 | * Training in the literacy/numeracy strategy, training in SEN strategies.
 | **Application form / interview / references** |
| **Knowledge, Skills and Abilities** | * Ability to work effectively within a team environment, understanding classroom roles and responsibilities.
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* Ability to promote a positive ethos and role model positive attributes.
* Good personal numeracy and literacy skills.
* General understanding of school curriculum and other basic learning programmes / subject area.
* General awareness of inclusion, especially within a school setting.
* Effective use of ICT to support learning.
* Ability to be methodical and accurate, and to prioritise and schedule workloads.
 |  | **Application form / interview / references** |
| **Personal Qualities** | * Positive attitude.
* Proactive, hardworking and enthusiastic.
 |  | **Application form / interview / references** |
| **Competencies** | **Valuing Diversity** To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school’s diversity and inclusion policy.**Caring for Customers** To provide quality support for teaching and learning. To give parents, families and the community the opportunity to comment or complain if they need to. To work with the school community and do what needs to be done to meet their needs. To inform your manager about what the school community say in relation to the school/setting.**Developing Yourself and Supporting Others** To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your professional development plan. To be ready to share learning with others.**Health and Safety**To operate safely within the workplace with regard to Health and Safety legislation.**Confidentiality**An acknowledgement of the need to maintain confidentiality at all times and to become aware of the National, Council and school policies on Confidentiality, and the management and sharing of information.**Energy Efficiency**To promote energy efficiency throughout the workplace and within own area of activity. |  | **Application form / interview** |

**REVIEW ARRANGEMENTS**

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

**Prepared/revised by: Ms C. Molyneux, Headteacher, April 2025**