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| JOB DESCRIPTION | | | | | | | | | |
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| **Job Title:** | | Teaching Assistant Level 2 Working 1-1 with SEND Child | | | |  | |  | |
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| **Grade:** | | GR2 | | | |  | |  | |
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| **1.0** | **JOB PURPOSE:** | | | | | | | | |
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|  | **1.1** | To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate. | | | | | | | |
| **2.0** | **DUTIES AND RESPONSIBILITIES:** | | | | | | | | |
|  | **2.1** | Support for Pupils | | | | | | | |
|  |  | **2.1.1** | Support the activities of individuals or groups of children. Participate in the education of children, including contributing to their health and well-being | | | | | | |
|  |  | **2.1.2** | Support children with special needs (if appropriate to the focus of the role) | | | | | | |
|  |  |  | **2.1.2.1** | | Sensory and/or physical impairment | | | | |
|  |  |  | **2.1.2.2** | | Cognition or learning difficulties | | | | |
|  |  |  | **2.1.2.3** | | Behavioural, emotional and social development needs | | | | |
|  |  |  | **2.1.2.4** | | Communication and interaction difficulties | | | | |
|  |  |  | **2.1.2.5** | | Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority | | | | |
|  |  | **2.1.3** | Support for Gifted and Talented pupils | | | | | | |
|  | **2.2** | Support for the teacher(s) | | | | | | | |
|  |  | **2.2.1** | Provide support for learning activities by | | | | | | |
|  |  |  | **2.2.1.1** | | Supporting the teacher in the planning and evaluation of learning activities | | | | |
|  |  |  | **2.2.1.2** | | Supporting the delivery of learning activities | | | | |
|  |  | **2.2.2** | Support in organising effective learning environments and maintaining appropriate records | | | | | | |
|  |  | **2.2.3** | Support literacy and numeracy activities in the classroom | | | | | | |
|  |  | **2.2.4** | Support the maintenance of pupil safety and security | | | | | | |
|  |  | **2.2.5** | Contribute to the management of pupil behaviour by | | | | | | |
|  |  |  | **2.2.5.1** | | Promoting school policies with regard to pupil behaviour | | | | |
|  |  |  | **2.2.5.2** | | Supporting the implementation of strategies to manage pupil behaviour | | | | |
|  |  | **2.2.6** | Undertake routine marking in line with school policy | | | | | | |
|  |  | **2.2.7** | Provide clerical/admin. support, eg., photocopying, collecting money, administer coursework | | | | | | |
|  | **2.3** | Support for the school | | | | | | | |
|  |  | **2.3.1** | Provide support to colleagues | | | | | | |
|  |  | **2.3.2** | Develop own effectiveness in a support role | | | | | | |
|  | **2.4** | Support for the curriculum | | | | | | | |
|  |  | **2.4.1** | Support the use of information and communication technology in the classroom | | | | | | |
|  | **2.5** | Work as required across the curriculum and in all Key Stages within the school as appropriate to their training and experience. | | | | | | | |
|  | **2.6** | Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. | | | | | | | |
|  | **2.7** | To ensure their tasks are carried out with due regard to Health and Safety | | | | | | | |
|  | **2.8** | To participate in appropriate professional development including adhering to the principle of performance management. | | | | | | | |
|  | **2.9** | To adhere to the ethos of the school | | | | | | | |
|  |  | **2.9.1** | To promote the agreed vision and aims of the school | | | | | | |
|  |  | **2.9.2** | To set an example of personal integrity and professionalism | | | | | | |
|  |  | **2.9.3** | Attendance at appropriate staff meetings and parents evenings within working hours | | | | | | |
|  |  | Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of the school | | | | | | | |
| **2.10** To provide basic first aid | | | | | | | | | |
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|  | **OBSERVANCE OF THE CITY COUNCIL’S**  **EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED** | | | | | | | | |
| **3.0** | **SUPERVISION RECEIVED**: | | | | | | | | |
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|  | **3.1** | **Supervising Officer’s Job Title:** | | | | [TO BE INSERTED] | | | |
|  |  |  | | | | | | | |
|  | **3.2** | LEVEL OF SUPERVISION | | | | | | | |
|  |  | ~~1. Regularly supervised with work checked by supervisor~~ | | | | | | | |
|  |  | 2. Left to work within established guidelines subject to scrutiny by supervisor | | | | | | | |
|  |  | ~~3. Plan own work to ensure the meeting of defined objectives~~ | | | | | | | |
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| **4.0** | **SUPERVISION GIVEN**: (excludes those who are **indirectly** supervised ie through others) | | | | | | | | |
|  |  | | | | | | | | |
|  | **Post Title** | | | **Grade** | | | **No of Posts** | | **Level of**  **Supervision**  **(as in 3.2**  **above)** |
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|  | * Use 1, 2 or 3 as in 3.2 | | | | | | | | |
| **5.0** | **SPECIAL CONDITIONS:** | | | | | | | | |
|  | **5.1** | Level 2 is the basic entry level for a Teaching Assistant. Those staff who are not already qualified to NVQ Level 2 are required to work towards it and a Training and Development plan linked to the requirements of the National Occupational Standards should be agreed | | | | | | | |
|  |  |  | | | | | | | |
| Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school and the development needs of the member of staff | | | | | | | | | |