

Job Description

Job Title	TEACHING ASSISTANT LEVEL 2 FOR SEND
Grade	GRADE D SCP 6-11 + SEN ALLOWANCE
Primary Purpose of the Job	<p>To work under the guidance of the teacher/SENDSCO to support specific learners to access the curriculum in the most effective way which is appropriate to their needs and understanding.</p> <p>To assist in the delivery of the provision as outlined in the EHCP</p> <p>To provide support to the class teacher in the management and organisation of the learners and the classroom.</p> <p>To assist the teacher in creating and maintaining a purposeful, orderly, and supportive environment.</p> <p>To promote the inclusion of all learners.</p>
Responsible to	HLTA for SEND / Head of SEND

MAIN DUTIES

- Working under the direction and guidance of the class teacher/SENCo, to supervise and provide particular support for learners with special educational needs to enable them to learn as effectively as possible on their own and in group situations, taking into account their individual needs.
- To support learners in the development of skills, e.g. basic literacy and numeracy, communication, 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 programmes or Education Health Care Plan/Individual Behaviour Plan designed for the learner.
- To monitor the learner's progress and report on any achievements or developments against their targets and to contribute to the Annual Review of the learner's EHCP.
- To identify opportunities for learners to work independently when appropriate, ensuring their comfort and safety and to support other learners in the class at such times.
- To assist with the development of learners' ICT skills and support the use of ICT in learning activities.
- To prepare suitable work for learners under the guidance of the teacher and to make or adapt resources (e.g. worksheets or sight cards) to enable learners to access lesson at their appropriate level of understanding.

- To establish a good relationship with parents/carers and to provide information and feedback where appropriate under the guidance of the teacher.
- To assist the class teacher with the preparation of the classroom for lessons.
- To assist learners with physical, medical and social needs as appropriate and administer medication if required.
- To encourage learners to interact with others and engage in activities led by the teacher.
- To provide support for learners' emotional and social needs by encouraging and modelling positive behaviour in line with the Behaviour Policy, demonstrating high expectations of work and conduct.
- To help where necessary with learners who are sick, distressed or injured.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- To assist with the supervision of learners out of lesson time as necessary for their safety.
- To accompany learners 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.

OTHER RESPONSIBILITIES

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.

The post holder will be required to dress and act at all times as an example to the learners within the school and to create a professional image for parents and visitors.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Headteacher and to meet the needs of the school.

Date Job Description updated

November 2021

Job Description updated by

Gaynor Chesterfield

PERSON SPECIFICATION



Job Title TEACHING ASSISTANT LEVEL 2 FOR SEN
Grade GRADE D SCP 6-11 + SEN ALLOWANCE

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Skills and Knowledge		
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with all learners and colleagues	Application Form/Interview
1.3	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
1.4	Good personal numeracy and literacy skills	Interview
1.5	General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area)	Application Form/Interview
1.6	General awareness of inclusion, especially within a school setting	Application Form/Interview
1.7	Effective use of ICT to support learning	Application Form/Interview
1.8	Ability to interact with, listen to and positively encourage learners to learn	Application Form/Interview
1.9	Ability to prioritise and schedule workload	Application Form/Interview
Competencies Please note the school's competencies which are considered to be essential for all roles, are in the attached Core Competencies document.		
2. Personal Qualities and Beliefs		
2.1	Values diversity.	Application Form/Interview
2.2	Alignment with Ladybridge beliefs and mission	Application Form/Interview
2.3	Optimistic outlook – a belief that the work we do makes a difference to others.	Application Form/Interview

2.4	Honest, reliable, open minded, modest and full of integrity.	Application Form/Interview
2.5	Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience	Application Form/Interview
2.6	Excellent time management skills	Application Form/Interview
2.7	Good attendance and punctuality	Application Form/Interview
2.8	A willingness to work additional hours if required.	Application Form/Interview
3. Experience/Qualifications/Training etc.		
3.1	Experience of working with or caring for young people within specified age range	Application Form/Interview
3.2	Hold or be working towards an NVQ Level 2, BTEC Level 2 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	Application Form/Interview
3.3	Awareness of the SEN Code of Practice for 0–25 Years and of its implications in practice	Application Form/Interview
3.4	Hold, working towards or willing to work towards a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy	Application Form/Interview
3.5	Willingness to participate in relevant training and development opportunities	Application Form/Interview
4. Work Related Circumstances – Professional Values and Practice		
4.1	High expectations of all learners and respect for their social, cultural, linguistic, religious and ethnic background with a commitment to raising their educational achievements	Application Form/Interview
4.2	Ability to build and maintain successful relationships with learners, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form/Interview
4.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the learners with whom they work	Application Form/Interview
4.4	Awareness of safeguarding principles and safe working practices	Application Form/Interview

4.5	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form/Interview
4.6	Able to liaise sensitively and effectively with parents and carers recognising their role in learner learning	Application Form/Interview
4.7	Able to improve own practice through observations, evaluations and discussion with colleagues	Application Form/Interview
4.8	The nature and demands of the post-holder's time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time	Application Form/Interview

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Knowledge/Experience/Qualifications/Training, etc		
1.1	Experience of resources preparation to support learning programmes	Application Form
1.2	Understanding of other basic technology – video, photocopier	Application Form
1.3	Experience of supporting teaching and learning in a secondary school in specific curriculum areas, year groups or leading extra-curricular activities	Application Form
1.4	Training in the literacy/numeracy strategy	Application Form
1.5	Training in special educational needs strategies	Application Form
1.6	Willingness to undertake appointed person certificate in First Aid	Interview
Note to Applicants: Please try to show in your application form, how best you meet these requirements		

Date Person Specification updated
Person Specification updated by

November 2021
 Gaynor Chesterfield

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.