

**JOB DESCRIPTION**

Post title: Teaching Assistant (Level 2)

Grade: Grade D (SCP 6-11) plus SEND Allowance

Responsible to: SENCO

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.

**1. Main Duties**

* 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 supportive 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.

**2. 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 attend fortnightly department one hour meetings (additional payment will be made).
* 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.

**3. Support for the School**

* To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to appropriate person.
* To undertake one break duty per week.
* To participate in training and other learning activities as required.
* To assist with the supervision of pupils out of directed time, including before and after school,if appropriate, and within working hours.
* To accompany teaching staff and pupils on visits, trips and out of school activities as required.
* To ensure that personal development is addressed through accessing appropriate development opportunities and to share learning with others.

**4. 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.**

**PERSON SPECIFICATION**

Post title: **Teaching Assistant – Level 2**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **HOW ASSESSED** |
| **1. Qualifications/ Experience/Training etc.** | |
| GCSE Maths and English | Application Form  Interview |
| Post 16 Qualifications |
| **2. Skills/Knowledge** | |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities. | Application Form  Interview |
| Ability to build effective working relationships with all pupils and colleagues. |
| 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. |
| Experience of resource preparation to support pupil-learning programmes. |
| **3. Professional Values and Practices** | |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievement. | Application Form  Interview |
| Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners. |
| Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. |
| Ability to work collaboratively with colleagues and carryout role effectively, knowing when to seek help and advice. |
| Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning. |
| Able to improve their own practice through observations, evaluations, and discussion with colleagues. |
| **DESIRABLE REQUIREMENTS** | |
| **1. Qualifications /Experience/Training etc.** | |
| Degree. | Application Form  Interview |
| **2. Skills/Knowledge** | |
| Experience of resources preparation to support learning programmes. | Application Form  Interview |
| Understanding of basic technology – video, photocopier. |

**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: Miss A. Webster, Headteacher, March 2019**

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