



Staff Member

Grade: D	Post: Teaching Assistant Level 2 - SEND support
Point 5-6	1 temporary post of 30 hours 8:45am -3:15pm - to start ASAP until 31 st August 2025 1 temporary post of 12 hours 8:45am -3:15pm - to start September 2024 until 31 st August 2025 - days to be agreed on appointment.

The Post holder will be accountable to the school SENCo, Inclusion leader and the school Headteacher. The duties outlined in this job description may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

JOB PURPOSE

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

MAIN DUTIES

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils' dependent upon their individual needs / health plans ensuring their safety whilst supporting access to learning activities
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- To support pupils at break time / lunch time with structured lunch time activities
- Promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Attend meetings with outside agencies and put recommendations into place.
- Attending SEND specific training and follow strategies and recommendations from specialist practitioners.
- Follow SALT programmes and OT programmes effectively to support child's needs.
- Plan and assess interventions designed for small groups of children and 1:1 pupils.
- Follow pupil's behaviour plans consistently.

Support for the Teacher

- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money, etc)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals
- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Administer routine primary tests and invigilate exams
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Establish constructive relationships with parents/carers
- Keep parents updated on progress through home/school diary and attending meetings.
- Update assessment and support plans with class teacher.
- Log incidents on the school system of CPOMS.
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Support for the Curriculum

- Undertake English/Mathematics programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

- 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 the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- To be trained in first aid
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

The job description may be amended at any time following discussion between the Headteacher and staff member and will be reviewed annually.

Signed _____

Staff Member

Headteacher

Date



Person Specification

Teaching Assistant (Level 2)

Kew Woods Primary School	Essential (E) or Desirable (D)
<p>Qualifications and Skills</p> <ul style="list-style-type: none"> • NVQ or equivalent recognised qualification in childcare/ child development / education • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • G.C.S.E Mathematics and English or equivalent • Willingness to undertake appointed person certificate in first aid administration • Willingness to participate in relevant training and development opportunities • Experience with supporting pupils with ASD, ADHD and learning difficulties • Up to date training in positive handling • Experience of supporting pupils in EYFS and KS1 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>
<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Awareness and basic understanding of school curriculum (with specified age range or subject area) • Ability to support the delivery of agreed learning activities, adjusting activities according to pupil learning styles and individual needs. • Positive behaviour management strategies. • Enthusiasm and commitment to extracurricular activities • Experience of supporting pupils with inclusion within a school setting e.g. implementing recommendations from specialist reports. • Awareness of inclusion, especially within a school setting • Competency in the use of ICT - computer, video, photocopier • Experience of working with and/or caring for children in EYFS and KS1 • Experience of working with and/or caring for children with ASD • Successful experience of supporting pupils with special educational needs 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>E</p>
<p>Professional Values and Practice</p> <p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • 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 value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>



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