

Job Description

POST: Teaching Assistant Level 2 SEND Support

RESPONSIBLE TO:	The Headteacher, members of the senior leadership team (SLT) and the governing body.
SALARY:	Scale point 6-11.
LOCATION:	The Birchwood Nest located within Birchwood Primary school.
WORKING PATTERN:	Term Time only, 39 weeks including training Days.
KEY RELATIONSHIPS:	Professional relationships must be established and maintained with the specialist teacher, children and their families, as well as with other staff in the resource provision and the wider school community.
RESPONSIBLE FOR:	The children in the resource provision you are working with, under the direction and delegation of the specialist teacher.

MAIN PURPOSE:

Working under the overall supervision of the specialist teacher, assist and support teaching and learning while ensuring high levels of supervision of the children within the Birchwood Nest specialist resource provision. Work with individuals or groups to provide for the general care, safety, and welfare of pupils.

SPECIFIC RESPONSIBILITIES:

Curriculum support:

- Contribute to individual curriculum planning, evaluation, and assist in implementation.
- Utilise specialised teaching practices to support and enhance communication and interaction.
- Assist in the delivery of lessons/sessions, interacting with the specialist teacher and pupils as required.
- Undertake agreed learning activities, adjusting them according to pupil responses in collaboration with the specialist teacher.
- Support and utilise ICT and AAC devices in learning activities, fostering pupils' competence and independence in their use.
- Under the guidance of the specialist teacher, assist children in accessing effective mainstream integration within the wider school environment.

Support for pupils:

- Support individuals or groups during independent or group work by employing a collaborative team approach.
- Set high expectations by utilising individual communication books and motivating pupils with a "NOW and NEXT" strategy.
- Assist pupils in developing their communication skills.
- Promote inclusion and acceptance among all pupils, supporting them to interact, work cooperatively, and engage in activities.

- Encourage independence and the development of self-esteem by following protective behaviour practices.
- Aid in the personal, social, and emotional development of pupils, enhancing their self-esteem.
- Assist with the development and implementation of Individual Education Plans (IEPs) or positive plans.
- Employ a total communication approach to make learning accessible for all pupils.
- Encourage and reinforce positive interactions between pupils in accordance with the school's relationship policy.
- Identify and report any uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under the overall guidance of the specialist teacher, and occasionally alongside their mainstream class.
- Monitor and provide for the general care, safety, and welfare of pupils, including tasks related to their social inclusion and personal or physical care.
- Support children's self-regulation through the use of sensory circuits and reflective practices to identify when sensory barriers may affect their ability to learn.

Support to teacher:

- Assist with personalised curricula, lesson and activity planning, delivery, and evaluation.
- Record observations and key assessments on Tapestry, supporting the overall development of the pupils in the Birchwood Nest.
- Support the implementation of strategies to effectively manage pupils' behaviour and self-regulation.
- Actively engage in the day-to-day management of the learning environment, including responsibility for the care and preparation of teaching aids, equipment, materials, and differentiated resources.
- Undertake routine and non-routine administrative tasks, such as creating communication aids and photocopying worksheets.
- Liaise with parents/carers, specialist teachers, speech and language therapists, and other professional staff to share and provide information that supports an effective collaborative approach.

Professional development:

- Regularly review the effectiveness of your practice and its impact on pupils' progress, attainment, and well-being. Refine your approaches where necessary, responding to advice and feedback from colleagues.
- Take responsibility for improving your practice by actively participating in training and development opportunities identified by the school or developed as an outcome of your Growing Great People targets.

Other:

- Maintain professional regard for the ethos, policies, and practices of the school in which you teach, while upholding high standards in your attendance and punctuality.
- Undertake any reasonable duties as requested by the Headteacher.

Safeguarding Children:

The Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The responsibilities outlined above are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without altering the general character of the post or the level of responsibility involved.

The person undertaking this role is expected to work within the policies, ethos, and aims of the Trust and to carry out any other duties that may reasonably be assigned by the Line Manager. The post holder will be required to maintain a flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors, and the community.

English Duty:

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills. 	
Experience, Skills and knowledge	<ul style="list-style-type: none"> Knowledge of the EYFS and National Curriculum. Experience of using communication support and aids to allow every pupil to have a voice. Able to work under the direction of the specialist teacher and alongside other SEND TA's to deliver exciting and engaging lessons that captivate and inspire the children. Experience of working with children who have complex communication and interaction needs. Making adaptations to lessons with the support of the specialist teacher to meet the needs of all pupils where identified. Effective communication skills that lead to a calm, productive learning environment Emotional resilience in working with distressed behaviours and have an understanding of the range of approaches that can be used to promote appropriate behaviours. 	<ul style="list-style-type: none"> Knowledge of the engagement model. Experience of working with pupils with complex needs. Makaton training. Speech and language training linked to specialist teaching practices e.g. Intensive interaction or attention autism. Experience of working in an education environment alongside multiple professionals.

	<ul style="list-style-type: none"> • Have the skills to record any safeguarding concerns on CPOMS and alert a DSL as appropriate. • Have a strong understanding of safeguarding and the additional vulnerabilities that SEND and pre-verbal children may face. • Able to put theory into practice. • Understanding of school policies and how they relate to your role in school. • Ability to solve problems and use initiative when needed. 	
Personal Qualities	<ul style="list-style-type: none"> • Organised - managing workload and deadlines to ensure the smooth running of school. • Teamwork - having a growth mindset and the ability to work together to ensure reflective and restorative practices at all times. • Communication - have excellent communication skills with all stakeholders. Be effective with communication when working under pressure. • Flexibility - a willingness to adapt and change as needed in response to situations that arise in the specialist resource provision. • Commitment to professional development - adopting a growth mindset and be accepting of reflective feedback. 	
Other	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo appropriate checks, including enhanced DBS Checks. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. 	

Our Vision and Values

Our Vision - Teachers who love teaching, teach children to love learning

Our Values - Consideration and Respect

Our Young People

We value three main types of achievement for all our children:

Academic: We believe that all children have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, provided there is quality first teaching and bespoke, individualised support. Children should be equipped with a crucial sense of possibility, grounded in well-developed self-awareness and ambition—not only for themselves but also for the communities in which they live and work.

‘Rich Opportunities and Memorable Experiences’: All children accomplish things they can be proud of every day, in addition to academic success and outside our school’s planned curriculum. We play a vital role in ensuring individuals develop their own talents and interests, and we have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these accomplishments.

Relationships: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that foster mutual respect between children and all members of our school community will ensure that learning can be enjoyable in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our values extend to how we challenge, support, and work with each other. All staff play a crucial role in the education of our children. We understand that our work directly influences the life chances of the young people in our care. Just as we have a duty of care to them, we also have a duty of care to one another, taking into account each other’s professional and personal wellbeing.