

SEN Teaching Assistant Level 2

JOB DESCRIPTION

ESSENTIAL QUALIFICATION, TRAINING AND EXPERIENCE :	Relevant Level 3 qualification or substantial experience of working in a special school (min 3 years) and evidence of other relevant CPD and in-house training and its impact in the classroom
GRADE:	G5
HOURS:	8.45am – 3.45pm on Monday, Wed-Fri and 8.45am – 5.00pm on Tuesday/ term time only
REPORTS TO:	To work under the instruction/guidance of a Class Teacher or SLT as part of professional team.
SUPERVISORY RESPONSIBILITY:	Some independent work with agreed supervision. Supervise and instruct new staff/ care assistants/ TA level 1 during short periods of teacher absence.

In addition to the duties of a Level 1 Teaching Assistant

Main purpose of the role

- To undertake work/care/support programmes, to enable access to learning for pupils with SEND and to assist the teacher in the management of pupils and the classroom.
- Work may be carried out in the classroom or outside the main teaching area.

Support for pupils

- Undertake structured and agreed learning activities/teaching programmes, including therapeutic interventions according to pupil responses, using own specialist (curriculum/needs based) knowledge, skills and experience to support pupils
- Assess the needs of pupils and use own knowledge and specialist skills to support pupils' learning.
- Supervise and provide particular support for pupils, with special needs, ensuring their safety and access to learning activities under direction of the class teacher.
- Support assessment of and attend to the pupils' personal and welfare needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.

- Use own knowledge to assist with the development and implementation of Individual Education/Behaviour Plans, Personal Care and/or other individual programmes
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Attend to pupils' personal needs, and implement related personal and therapeutic programmes, including social, health, physical, hygiene, first aid and welfare matters
- Support physical needs, as and when necessary, this includes hoisting, moving and handling, supporting hydro, swimming and PE
- Promote the inclusion and acceptance of all pupils
- Establish and maintain positive relationships with pupils acting as role models and advocates and setting high expectations
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

Support for the teacher

- Work with the teacher to establish an appropriate learning environment, setting up and maintaining resources required to meet the learning activity
- Use strategies, in liaison with the teacher, to support pupils to achieve learning and EHCP goals
- Work with the teacher in the planning of learning activities, creating resources, evaluating and adjusting lesson plans as appropriate
- Monitor pupils' responses to learning activities through observation and planned record of achievement against pre-determined lesson or behavioural objectives
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and feedback sessions/meetings with parents
- Assist with monitoring and recording of pupil progress ; under direction of class teacher provide objective and accurate feedback and reports as required, to the teacher on pupil achievements progress and other matters ensuring the availability of appropriate evidence e.g. marked work, PLPs evaluation.
- Promote positive behaviour in line with school policy and any individual behaviour plans, contributing to their production and review within the requirements of your role
- Within an agreed system of supervision, teach lessons in the absence of any teacher for a negotiated period of time (short term absence will usually be between 2hr to 2 days)

Support for the curriculum

- Under teacher direction, undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses/need ; Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs ; Support pupils on school trips and other school activities, including swimming
- Use own knowledge to assist with appropriate deployment and use of specialist aids/resources/equipment.
- Implement the school curriculum, and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Support the use of ICT and specialist technologies in learning activities and develop pupils' competence and independence in their use.
- Help pupils to access learning activities through specialist support

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person
- Contribute to the overall ethos of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and performance development as required in order to secure the most up to date knowledge and skills to carry out the duties of the post
- Recognise own strengths and areas of expertise and use these to advise and support other less-experienced teaching assistants and assist in the training and development of staff as appropriate
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Contribute to the development of the school's values and visions and communicate these clearly and enthusiastically to all staff and other stakeholders.
- To support development and communicate clearly the school's development and strategic plan to all staff and stakeholders.

SEN TA Level 2

Person Specification

<i>Experience / Training</i>
Literacy and Numeracy ideally at level 2 or equivalent– skills test offered as part of the interview process.
Relevant Level 3 qualification, or significant experience of working with children, in a special needs learning environment (typically no less than 2 years)
Experience of working with children, preferably in a special needs learning environment
Willingness to undertake relevant training as appropriate and evidence of relevant CPD and its impact in the classroom.
Job Related Knowledge, Aptitude and Skills
Good understanding of child development and learning processes.
Working knowledge and experience of implementing a curriculum.
Awareness of health and safety and demonstrate a commitment to the protection and safeguarding of children and young people.
Full working knowledge of relevant policies/codes of practice/legislation including Understanding of reporting and safeguarding procedures.
The ability support children's personal care under supervision and to understand that this activity is a part of their learning.
The ability to support children's personal care needs with respect and sensitivity, promoting independence
Proven ability to motivate children in their play/recreation and learning. Ability to work using own initiative, taking a lead in a learning activity when required
Demonstrable understanding that children's behaviour has a range of causes and skills in promoting positive behaviour.
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. Ability to support colleagues.
A willingness to contribute to the general ethos of the school.
A strong ability to communicate effectively with both children and adults.
Proven ability to use specialist technology and programmes effectively to support teaching and assessment process.
Good organisational skills and flexible approach e.g. able to manage a change in routine, possibly at short notice.
Professional approach to all duties e.g. time-keeping, maintaining records and confidentiality.
Ability to reflect on your own professional practice.
Physical
General good health with energy and a positive approach

Physical capability to manage moving and handling aspects of the role
Confidence and capability to work in hydrotherapy pool environment (shallow pool, training given)
Emotional and mental strength/resilience which gives the ability to take responsibility for own health and well-being
<i>Equal Opportunities</i>
A commitment to and an understanding of equality of educational opportunities for all children, being mindful of protected characteristics under the 2010 Equality Act