**SEND Teaching Assistant Level 2**

**Job Profile**



**JOB DESCRIPTION – Admin Officer**

|  |  |
| --- | --- |
| Job Purpose | To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in the SEND provision. This could include those requiring specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources. |
| Reporting to: | Headteacher, SENCO, Class Teacher, HLTA |
| Responsible for – Staff | N/A |
| Liaising with: | All of the above plus premises' staff, teaching and support staff |
| Disclosure Level: | Enhanced |
| Grade of post: | Grade 5 (point 6-11) |

|  |
| --- |
| **Job Outline** |
| **Support for Pupils**   * Use specialist (curricular/learning) skills/training/experience to support pupils; * Assist with the implementation of EHCPs and pupil passports. * Establish productive working relationships with pupils, acting as a role model and setting high expectations; * Promote the inclusion and acceptance of all pupils within the classroom; * Support pupils consistently whilst recognising and responding to their individual needs; * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities; * Promote independence and employ strategies to recognise and reward achievement of self-reliance; * Provide feedback to pupils in relation to progress and achievement. * Supervise pupils on visits, trips and out of school activities as required   **Support for the Teacher**   * Use specialist (curricular/learning) skills/training/experience to support pupils; * Assist with the implementation of EHCPs and pupil passports * Establish productive working relationships with pupils, acting as a role model and setting high expectations; * Promote the inclusion and acceptance of all pupils within the classroom; * Support pupils consistently whilst recognising and responding to their individual needs; * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities; * Promote independence and employ strategies to recognise and reward achievement of self-reliance; * Provide feedback to pupils in relation to progress and achievement.   **Support the Curriculum**   * Implement teacher agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs; * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use; * Help pupils to access learning activities through specialist support; * Prepare and maintain general and specialist equipment and resources |

|  |
| --- |
| **Other Specific Duties** |
| * To work within the vision and values of the Trust.t * Take a shared responsibility for your own continuing professional development by participating   in a range of appropriate professional development opportunities.   * To participate in the staff performance management process in accordance with the Trust’s   policy and be responsible for self-motivation towards agreed targets.   * Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person; * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop; * Contribute to the overall ethos/work/aims of the school; |

*The job description encompasses the above statements, but the SEND TA2 should be willing to undertake any other tasks that the Headteacher/SENCO might reasonably require*

**Person Specification / Selection Criteria**

**Teaching Assistant**

|  |  |  |  |
| --- | --- | --- | --- |
| **A. A .Experience** | **Essential** | **Desirable** | **Source**  A = Application  I = Interview  R = References  T = Task/Observation  P = Presentation |
| Experience working with children of relevant age | E |  | A, I, |
| Experience of working with children with a range of SEND | D |  | A,I |

|  |  |  |  |
| --- | --- | --- | --- |
| **B. Training, Skills and Qualifications** | **Essential** | **Desirable** | **Source** |
| Good numeracy/literacy skills; | E |  | A |
| NVQ 2 for Teaching Assistants or equivalent qualification | E |  | A |
| Training in the relevant strategies or a willingness to undertake training as required. | E |  | A, I |
| Willingness to undertake appropriate training eg. First aid, positive handling | E |  | A |

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

|  |  |  |  |
| --- | --- | --- | --- |
| **C. Knowledge and Understanding** | **Essential** | **Desirable** | **Source** |
| Can use ICT effectively to support learning; |  | D | A, I |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation including safeguarding, child protection & health and safety; | E |  | A, I |
| Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies; |  | D | A, I |
| Understanding of principles of child development and learning processes; |  | D | A, I |
| Ability to self-evaluate learning needs and actively seek learning opportunities; |  | D | A, I |
| Ability to relate well to children and adults. | E |  | A, I |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | E |  | A, I |

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

|  |  |  |  |
| --- | --- | --- | --- |
| **D. Personal Skills, Abilities and Competencies** | **Essential** | **Desirable** | **Source** |
| The ability to remain calm and work well under pressure | E |  | A, I |
| Excellent communication skills | E |  | A, I |
| A commitment to promoting the health and well-being of children | E |  | A, I |
| Ability to use initiative to respond to unexpected problems using recognised procedures and policies as a guide. |  | D | A, I |
| Ability to work under supervision and as part of a team but on occasions in isolation | E |  | A, I |
| Ability to organise self, prioritise and communicate with others in team | E |  | A, I |
| Willingness to be flexible and adaptable as determined by the needs of the school/Trust | E |  | I |
| To show commitment to sustain excellent attendance at work | E |  | I,R |
| Ability to work additional hours where required |  | D | I |
| Willing to support the Christian ethos of the school. | E |  | I |

|  |  |  |  |
| --- | --- | --- | --- |
| **E. Additional SEN Requirements** | **Essential** | **Desirable** | **Source** |
| Dealing with complex behaviour/emotional needs; |  | **D** | A, I |
| Dealing with complex physical, health care and personal needs, including moving and handling and competence training for carrying out medical procedures for individual children; |  | **D** | A, I |
| Support complex sensory needs; |  | **D** | A, I |
| Attend appropriate in service training as required to address the complex needs of the pupils; | E |  | A, I |

|  |  |  |  |
| --- | --- | --- | --- |
| **F. Legal Issues** | **Essential** | **Desirable** | **Source** |
| Legally entitled to work in the UK | E |  | A, I |

September 2024