**TA2 SALARY: SEN RANGE BAND 4 (POINT 21-25) £20,661 - £22,658 35.5 HOURS PER WEEK PRO RATA**

**(39 WEEKS PER YEAR)**

**Job Description**

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| **SUPPORT FOR PUPILS** |
| * Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities; * Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes; * Establish constructive relationships with pupils and interact with them according to individual needs; * Promote the inclusion and acceptance of all pupils; * Encourage pupils to interact with others and engage in activities led by the teacher; * 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. |
| **SUPPORT FOR TEACHERS** |
| * Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work; * Use strategies, in liaison with the teacher, to support pupils to achieve learning goals; * Assist with the planning of learning activities; * Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed; * Provide detailed and regular feedback to teachers on pupil’s achievement, progress, problems etc; * Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour; * Establish constructive relationships with parents/carers; * Administer routine tests and invigilate exams and undertake routine marking of pupils’ work; * Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc. |
| **SUPPORT FOR THE CURRICULUM** |
| * Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses; * Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years and recording achievement and progress and feeding back to the teacher; * 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 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; * Appreciate and support the role of other professionals; * Attend and participate in relevant meetings as required; * Participate in training and other learning activities and performance development as required; * Assist with the supervision of pupils in non-teaching times, including before and after school and at lunchtime; * 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. |

**Person Specification**

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| **Qualifications:** | Desirable | Essential |
| Completion of DfES Teacher Assistant Induction Programme | / |  |
| To be qualified to NVQ level 2 or working towards NVQ3 |  | / |
| Sound Knowledge of the literacy / numeracy KS3 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum | / |  |
| Sound knowledge of one or more areas of special needs (PMLD, SLD, ASC) and SEND Code of Practice. |  | / |
| Sound knowledge of the causes and patterns of challenging behaviours and strategies to address these |  | / |
| Sound knowledge of how children learn and how to create and maximize learning opportunities |  | / |
| To have attended significant INSET relevant to the job and – in the case of those working with particular SEN pupils – to have become skilled in dealing with particular areas of special needs through attending LEA and other providers of specialist training; | / |  |
| Relevant Experience |  | / |

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| **Specialised Training** | Desirable | Essential |
| Training in relevant behaviour strategies e.g. Team Teach | / |  |
| Experience of working with students with challenging behaviours | / |  |
| Training in relevant healthcare delivery eg. Basic Hygiene, Feeding Programmes, Epilepsy Care and Asthma | / |  |
| Experience of working with students with healthcare needs | / |  |
| Willingness to undertake any of the above training to meet the complex needs of students |  | / |

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| **Key Skills** | Desirable | Essential |
| Understanding of the specific needs of students with SLD, PMLD and Autism. | / |  |
| Ability to relate well to children and adults |  | / |
| Good Numeracy and Literacy Skills |  | / |
| Effective use of ICT to support learning | / |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  | / |
| Ability to maintain confidentiality and discretion at all times |  | / |
| Positive attitude to overcoming problems |  | / |
| Commitment to the highest possible standards for pupils with learning difficulties |  | / |
| Willingness to continually work to improve standards |  | / |
| Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  | / |
| Understanding of relevant polices/codes of practice and awareness of relevant legislation |  | / |
| Understanding of Child development and learning |  | / |
| Ability to deal with complex behavioural and emotional needs |  | / |
| Ability to support complex sensory needs | / |  |
| Ability to deal with complex physical, health care and personal needs, including moving and handling and competence training for carrying out medical procedures for individual children | / |  |
| Understanding that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions |  | / |
| Ability to communicate effectively with parents, carers and multi agency workers around complex and sensitive issues and needs. |  | / |

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| **Key Knowledge** | Desirable | Essential |
| Understanding of safeguarding procedures |  | / |
| Basic understanding of relevant polices/codes of practice and awareness of relevant legislation |  | / |
| Basic understanding of national/foundation stage curriculum and other basic learning programmes/strategies |  | / |
| Basic understanding and commitment to high standards of hygiene and infection control |  | / |
| Basic understanding of child development and learning |  | / |
| Positive approach and understanding of issues related to disability and learning difficulties |  | / |