



Level 2 Teaching Assistant with SEND Specialism

Wath Central Primary School

Job Description

Post:	Teaching Assistant with SEND Specialism (Level 2)
Hours:	31.25 hours 8:30 – 3:15pm, term-time only plus 2 inset days
Responsible to:	Headteacher / JMAT / Local Governing Board
School:	Wath Central Primary School
Scale:	Band D (FTE £24,790 – £25,183) Actual Salary: £18,150.65 - £18,438.40
Liaising with:	Headteacher, Leadership Team, Staff, Pupils, Parents/Carers, External Agencies/Professionals
Start date:	As soon as possible
General Duties	
	<ul style="list-style-type: none"> • Be aware of and comply with all relevant school policies, including those relating to safeguarding, health and safety and data protection. • Promote inclusion by embodying the ethos, values and aims of the school. • Encourage independence of children through practical assistance, training and by being a positive role model. • Accompany groups who are participating in educational visits. • Prepare classrooms for lessons, as directed by the class teacher. • Support the holistic needs of all children, working closely under the direction of the class teacher. • Provide general administrative and clerical support to the class teacher with regards to lesson planning and resources. • Undertake record keeping as requested. • Demonstrate and promote commitment to equal opportunities. • Liaise with the SENDCO regularly to review the progress of individual children with SEND. • Be responsible for interventions for named children or small groups of children.
Specific Responsibilities:	Supporting Teachers

- Assist the class teacher with creating and maintaining displays throughout the classroom and other areas of schools as needed.
- Undertake activities set by the class teacher with individual, and groups of children to ensure their safety and assist with their physical, emotional and educational development.
- Support learning activities and teaching programmes, adjusting activities where needed liaising with the class teacher, according to children's responses.
- Contribute to keeping records of children's development and communicating any concerns directly to the class teacher or other member of the leadership team if necessary.
- Assist with monitoring the needs of children, including educational progress and emotional support.
- Assist with monitoring the progress of children with SEND, referring to their EHC plans and reporting back to the class teacher / SENDCO.
- Help to ensure that classrooms are orderly, supportive and engaging.
- Assist with implementing a variety of teaching strategies, in liaison with the class teacher to support children to achieve their learning goals.
- Provide detailed and regular feedback to the class teacher on children's achievement, progress and developmental needs.
- Promote good behaviour, reporting and dealing promptly with conflicts and incidents in line with the school's behaviour policies.
- Establish constructive relationships with parents and carers where required.

Supporting Children

- Supervise children's work, offering support/resources where necessary, including children with SEND, working both within the classroom and outside.
- Contribute to the delivery and evaluation of interventions and small group activities.
- Where needed, assist the class teacher with the creation of individual learning plans for specific children.
- Assist with supporting specific programmes linked to learning strategies. e.g. Phonics
- Encourage and support children to interact with each other and engage positively in their learning.
- Provide feedback to children in relation to their progress and achievement under guidance from the class teacher.
- Attend to children's personal needs, and implement personalised assistance to help with their social, emotional and educational development.
- Assist with health and safety needs including support and care for those suffering from minor injuries. (First Aid training will be provided)
- Support children at mealtimes, where necessary.
- Contribute appropriately, where necessary, to reviews of behaviour and SEND.
- Communicate effectively and sensitively with children to adapt to their needs and support their learning.

Supporting the School

- Establish a supportive relationship with the children and their parents/carers (where necessary), acting as a role model and being aware of and responding to individual needs.
- Promote inclusion and acceptance of all children, including those with SEND.
- Be aware of confidential issues linked to children maintaining strict levels of confidentiality.
- Be aware of the school policies and procedures and follow these at all times. e.g Child Protection and Safeguarding, Behaviour, SEND, Data Protection, Health and Safety.
- Participate in professional development and training to enable the very best support for the children.

	Professional Development
	<ul style="list-style-type: none">• Participate in training and other professional development as required.• Provide the school with feedback on any training or professional development undertaken.• Report professional development progress to an assigned line manager and set goals for further professional development through the school's performance management processes.

The post holder's duties must be carried out in compliance with the school's Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the school's code of conduct.



Level 2 Teaching Assistant with SEND Specialism (TA)

Wath Central Primary School

Person Specification

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education and welfare of children their first concern and will be accountable for achieving the highest possible standards in work and conduct.

EDUCATION AND QUALIFICATIONS			
	Essential	Desirable	Source A- application I - interview R - references
Minimum of English and Maths GCSE or equivalent (Grade A-C or 9-4)	✓		A
NVQ Level 2 or higher qualification in an area appropriate to this role. Be willing to undertake further training if appropriate, e.g NVQ Level 3.	✓		A
Evidence of continuous professional development relevant to the role.	✓		A, I
First aid training.		✓	A

SKILLS AND EXPERIENCE			
	Essential	Desirable	Source A- application I - interview R - references
Demonstrable levels of numeracy and literacy.	✓		A
Experience of supporting children/young people with a range of differing needs and abilities	✓		A, I
Effective verbal and written communication skills.	✓		A, I, R
Good organisational and time management skills.	✓		A, I, R
Ability to effectively handle changing circumstances and varied responsibilities.	✓		A, I

Ability to work in close collaboration with a class teacher, following their lead.	✓		A, I
Experience and ability to use own initiative to support children with their holistic needs.	✓		A, I
Demonstrate patience and understanding, and a willingness to help and nurture all children.	✓		A, I, R
Experience in multi-agency working.		✓	A, I
Experience of working with children with SEND.	✓		A, I
Good levels of competency in using ICT.		✓	A

KNOWLEDGE			
	Essential	Desirable	Source A- application I - interview R - references
Knowledge of relevant school related policies including safeguarding, equal opportunities, health and safety and data protection and the importance of adhering to them.	✓		A, I
Knowledge of how children develop and learn.	✓		A, I
Knowledge of different elements of SEND.	✓		A, I
Some knowledge of the National Curriculum, EYFS Framework and the principles of teaching phonics.	✓		A, I
Knowledge of the school and its community.		✓	A, I
Knowledge of Teaching Assistant Standards 2016 approved by Unions.	✓		A,I

PERSONAL ATTRIBUTES			
	Essential	Desirable	Source A- application I - interview R - references
Able to build successful working relationships with children, their families and colleagues.	✓		A, I, R
Able to work independently and as part of a team.	✓		A, I
Empathetic with those facing barriers to their learning.	✓		A, I
A commitment to safeguarding and promoting the welfare of children and young people.	✓		A, I, R
Demonstrably professional, honest and loyal.	✓		A, R
Commitment to children and their learning, well-being and safety.	✓		A, I
Committed to equality in line with the Equality Act 2010.	✓		A, I
Dedicated to promoting their own professional development.	✓		A, I
Reliable and dependable.	✓		A, I, R
Able to competently meet all of the Teaching Assistant Standards and know own strengths and areas for development.	✓		A,I
Readiness and willingness to undertake additional training relevant to the needs of the children.	✓		A, I

Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS clearance.

