



JOB DESCRIPTION

TEACHING ASSISTANT TA2 WORKING WITH IDENTIFIED SEN CHILD

(BAND F7 - F10)

BROAD DESCRIPTION:

Working under the overall supervision of the responsible teacher, assist and support teaching and learning, provide for general care, safety and welfare of pupils and work with individuals or groups of pupils with complex health care and/or learning needs.

Responsibility for people: The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing appropriate care/support to pupils with complex learning and/or health care needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- ☒ Contribute to curriculum planning and evaluation and assist in implementation.
- ☒ Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required.
- ☒ Undertake agreed learning activities/teaching programmes, adjusting according to pupil responses.
- ☒ Support and use ICT in learning activities and develop pupils' competence and independence in its use.

Support for pupils:

- ☒ Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/ concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- ☒ Help pupils to develop communication skills and role play activity.
- ☒ Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- ☒ Promote independence and development of self-esteem.
- ☒ Assist in the personal, social, emotional development of pupils and development of self-esteem.
- ☒ Assist with the development and implementation of PLPs/behaviour plans.
- ☒ Using specialist skills/ knowledge/ training, provide support in specialist areas.
- ☒ Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- ☒ Identify and report uncharacteristic behaviour patterns.
- ☒ Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- ☒ Working with children/pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs.
- ☒ Use physical intervention strategies following training, e.g. team teach.



Support to teacher:

- ☒ Assist with lesson/activity planning, delivery and evaluation.
- ☒ Monitor individual/group achievements of key objectives and feedback to the teacher.
- ☒ Contribute to pupil assessment through observation and reporting.
- ☒ Record information relevant to assessment and review of pupils' progress.
- ☒ Attend PLP and statement review meetings.
- ☒ Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour.
- ☒ Active involvement in 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.
- ☒ Liaise with parents/carers, specialist teachers and other professional staff and share and provide information.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- ☒ 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.
- ☒ Minimum of GCSE/ (or equivalent) English and Maths at grades A - C.
- ☒ Have good communication and listening skills and be able to present information verbally and in writing to others.
- ☒ Have additional communication skills, e.g. relevant sign language.
- ☒ Have experience of TA work.
- ☒ Have attended further training on aspects of the curriculum or areas of specific special need.
- ☒ Have good level of knowledge and understanding of at least one area of learning (e.g. English, maths, science, EYFS).
- ☒ Understand school's policies and how they relate to local and national frameworks/policies, e.g. child protection, health and safety, equal opportunities, SEN).
- ☒ Can use ICT effectively to support learning and use other technology equipment.
- ☒ Can plan own work when required.
- ☒ Can transfer theory/training into practice.
- ☒ Can solve problems and can exercise initiative and independent action.
- ☒ Is pro-active in offering ideas.
- ☒ Following appropriate training and risk assessment, able to operate specialist equipment, e.g. hoists, complex lifting equipment etc...