

JOB DESCRIPTION							
		RATE: Culture and Children's	DEPARTMENT:				
Serv							
JOB TITLE:			POST NUMBER:				
1:1 7	A so	Assistant 2 (TA2) cial and emotional needs	E****112				
	n KS			0			
		S TO (Job Title):	Lovel 2	Current Grade			
Headteacher / Head of Department / TA or 4 or other support staff			Level 3	TA2			
1.	MAIN PURPOSE OF JOB						
		ork under the direction of the					
	and support programmes, to enable access to						
	To encourage the participation of pupils in the social and academic processes of the school, and encourage the child to become						
	•	pendent learners.	arage are				
2.	COF	CORE RESPONSIBILITIES, TASKS & DUTIES:					
	i.	Works under the direction of the class teacher, SENCO or a					
		member of the school's Senior Management Team to carry out					
		work and tasks set by the teacher. Works with individual pupils or					
		small groups of pupils as dire	ected by tr	ne teacher and under the			
	ii.	teacher's guidance.					
	11.	Carries out work pre-planned by the teacher, but will be expected to use own initiative to enable pupils to access the learning activity					
	by application of specific skills, knowledge and experience with and						
		of the pupils within the guidel		•			
	iii. Carries out work planned and prepared by the teacher and in						
	accordance with the teacher's instructions. May be required to						
		adapt work/activities as direc					
	iv. Assists the teacher and works as directed in preparation of the						
		classroom and resources for planned work to take place. May					
		involve adapting work and ac					
	v. Assists with assessment and monitoring of pupil progress by						
	providing feedback to the teacher on pupils' achievements,						
	vi.	progress and problems. Support pupil's to understand	l instructio	ons support independent			
	V 1.	learning and inclusion of all p		mo, support macpendent			
	vii	Provide support to pupils who		mmunication difficulties			

		Support children's learning through play and planned learning					
		activities.					
		Support pupil's in their social development and their emotional					
		well-being, reporting to the teacher as appropriate.					
		Provide support for pupils with challenging behaviour taking					
		account of support and risk assessment under the direction of the					
		teacher.					
	vi.						
		teacher including development of pupil support plans (such as EHC					
	vii.	and My support plan outcomes)					
	VII.	Works with other adults involved in the education process as directed by the teacher.					
	viii.	Involved in meetings with other staff, external professionals and					
	VIII.	parents regarding pupils in a support capacity to the teacher who					
		will normally lead on such matters.					
	ix.	Supports colleagues across the school staff as directed by the					
		teacher, SENCO or Senior Management Team by application of					
		any specific skills, experience and knowledge in relation to pupils					
		and the curriculum, and to include routine administrative and					
		clerical tasks.					
	Χ.	Accompanies other staff on school visits and in other activities					
		outside of the classroom and has responsibility for specific pupils					
	:	or small groups as directed by the teacher.					
	xi.	Follows all school policies and procedures, in particular: School's					
		Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy					
		and Data Protection Policy					
	xii.	,					
	7	and supervision systems and take part in appropriate training and					
		development activities					
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it,					
		within their work in line with the school's systems of working					
	xiv.	v. May be given specific areas of responsibility within the school that					
		are appropriate to specific skills, knowledge and experience, for					
		example in maintaining curriculum resources in a given subject					
		area, preparing displays etc.					
	XV.	Contributes to the overall ethos, work and aims of the school					
3.	SHE	PERVISION / MANAGEMENT OF PEOPLE					
J.	301	ENVIOLOGY MANAGEMENT OF TEOLEE					
	No. reporting – Direct: 0 Indirect: 0						
	Two. reporting Birest. 6						
4.	CRE	EATIVITY & INNOVATION					
	•	Monitors and is responsive to pupil learning and behaviour at all					
	times by making adjustments to supervised activities.						
	Monitors and is responsive to pupils' personal needs and						
		communication.					
	•	Under the direction of the class teacher communicates effectively					
		with teachers, other professionals and parents whenever the					
		need arises and recognises the need to communicate.					

- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans.
- Participates in the design of classroom and school displays.

5. CONTACTS & RELATIONSHIPS

- Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Works in collaboration with other support staff - daily.
- External Provides information about pupils' progress, strategies eg inclusion programmes.

6. **DECISIONS – discretion and consequences**

- Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher.

7. RESOURCES

None

8. WORK ENVIRONMENT -

Work demands

 Under the direction of the class teacher need to implement activities in lessons within school hours as directed. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals.

Physical demands

 Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

Working conditions

 Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required.

Work context

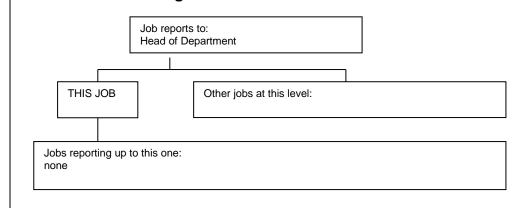
 Risk of verbal abuse and physical harm from a minority of pupils and who behave aggressively.

- Risk of injury from moving and handling pupils.
- Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.
- Risk of infection when dealing with unwell children.

9. KNOWLEDGE & SKILLS

- Communication skills
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of normal child development and children's personal development needs
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, in pupil
 personal care routines and in moving and handling pupils with
 physical disabilities safely, using appropriate mechanical and
 other lifting devices, following recognised procedures.

10. Position of Job in Organisation Structure



Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			