

## JOB DESCRIPTION

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| <b>DIRECTORATE:</b><br>Learning, Culture and Children's Services   |  | <b>DEPARTMENT:</b>   |                             |
| <b>JOB TITLE:</b><br><b>Teaching Assistant 2 (TA2)</b><br>1:1 TA for a child with Speech, language and communication/social and emotional needs within KS1 |  | <b>POST NUMBER:</b><br>E****112  |                             |
| <b>REPORTS TO</b> (Job Title):<br>Headteacher / Head of Department / TA Level 3 or 4 or other support staff  |  |  | <b>Current Grade</b><br>TA2 |
| <b>1.</b>  | <b>MAIN PURPOSE OF JOB</b><br>To work <b>under the direction of the teacher</b> to undertake work, care and support programmes, <b>to enable access to learning for a pupil with SEND</b> and to assist the teacher in the management of pupils.<br><br>To encourage the participation of pupils in the social and academic processes of the school, and encourage the child to become independent learners. |  |                             |
| <b>2.</b>  | <b>CORE RESPONSIBILITIES, TASKS &amp; DUTIES:</b>  |  |                             |
|  | 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 directed by the teacher and under the teacher's guidance. |                             |
|  | ii.  | 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 guidelines set by the teacher.        |                             |
|  | 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 directed by the teacher.   |                             |
|  | 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 activities as directed by the teacher.   |                             |
|  | v.   | Assists with assessment and monitoring of pupil progress by providing feedback to the teacher on pupils' achievements, progress and problems.  |                             |
|  | vi.  | Support pupil's to understand instructions, support independent learning and inclusion of all pupils.  |                             |



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|    | <p>need arises and recognises the need to communicate.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Participates in the design of classroom and school displays.</li> </ul>   |
| 5. | <p><b>CONTACTS &amp; RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li><b>Internal</b> 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.</li> <li><b>External</b> Provides information about pupils' progress, strategies eg inclusion programmes.</li> </ul>  |
| 6. | <p><b>DECISIONS – discretion and consequences</b></p> <ul style="list-style-type: none"> <li>Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.</li> <li>Communicates information effectively to teachers, other professionals and parents whenever the need arises.</li> <li>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.</li> </ul>  |
| 7. | <p><b>RESOURCES</b></p> <p>None</p>   |
| 8. | <p><b>WORK ENVIRONMENT –</b></p> <p><b>Work demands</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Physical demands</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Working conditions</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Work context</b></p> <ul style="list-style-type: none"> <li>Risk of verbal abuse and physical harm from a minority of pupils</li> </ul> |

|   | and who behave aggressively. <ul style="list-style-type: none"> <li>• Risk of injury from moving and handling pupils.</li> <li>• Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.</li> <li>• Risk of infection when dealing with unwell children.</li> </ul>   |                            |       |            |       |            |  |  |  |         |  |  |  |
|---|--|----------------------------|-------|------------|-------|------------|--|--|--|---------|--|--|--|
| 9.  | <b>KNOWLEDGE &amp; SKILLS</b> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Time management and organisational skills</li> <li>• Literacy and numeracy skills</li> <li>• ICT capability</li> <li>• Knowledge of normal child development and children's personal development needs</li> <li>• Knowledge of strategies which promote good behaviour and discipline</li> <li>• 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.</li> </ul>                                       |                            |       |            |       |            |  |  |  |         |  |  |  |
| 10.   | <b>Position of Job in Organisation Structure</b> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Job reports to:<br/>Head of Department</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 150px; text-align: center;">THIS JOB</div> <div style="border: 1px solid black; padding: 5px; width: 350px; text-align: center;">Other jobs at this level:</div> </div> <div style="border: 1px solid black; padding: 5px; width: 550px; margin-top: 20px; text-align: center;">Jobs reporting up to this one:<br/>none</div> </div> |                            |       |            |       |            |  |  |  |         |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Job Description agreed by:</th> <th style="width: 17%;">Name:</th> <th style="width: 20%;">Signature:</th> <th style="width: 30%;">Date:</th> </tr> <tr> <td>Job Holder</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Manager</td> <td></td> <td></td> <td></td> </tr> </table> |  | Job Description agreed by: | Name: | Signature: | Date: | Job Holder |  |  |  | Manager |  |  |  |
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| Job Holder  |  |                            |       |            |       |            |  |  |  |         |  |  |  |
| Manager   |  |                            |       |            |       |            |  |  |  |         |  |  |  |