

JOB DESCRIPTION								
		RATE:	DEPARTMENT:					
Lear Serv	•	Culture and Children's						
	TITL	E:	POST N	UMBER:				
Teaching Assistant 2 (TA2)			E****112					
		a child with Speech,						
_	_	and communication/social onal needs within KS1						
		S TO (Job Title):		Current Grade				
		her / Head of Department / TA	Level 3	TA2				
or 4	or oth	ner support staff						
1.	МА	N PURPOSE OF JOB						
١.		vork under the direction of th	ne teache	r to undertake work. care				
		support programmes, to enak						
	SEND and to assist the teacher in the management of pupils.							
	To encourage the participation of pupils in the social and academic processes of the school, and encourage the child to become							
	independent learners.							
2.	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 directed by the teacher and under the						
	ii.	<ul><li>teacher's guidance.</li><li>i. Carries out work pre-planned by the teacher, but will be expected</li></ul>						
	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.	ionor on p	αρίιο αστίιονοιτίστιο,				
	vi. Support pupil's to understand instructions, support independent							
		learning and inclusion of all r						

	<mark>∨ii.</mark>	Provide support to pupils who have communication 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.	Assists with record keeping on pupil progress as directed by the				
		teacher including development of pupil support plans (such as EHC				
		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				
	parents regarding pupils in a support capacity to the teacher v					
		will normally lead on such matters.				
	ix.	, , , ,				
		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.				
	Х.	Accompanies other staff on school visits and in other activities				
	۸.	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				
	7(1)	Health, Safety and Security Policy, Child Protection Policy,				
		Behaviour Management Policy, Inclusion Policy, Equalities Policy				
		and Data Protection Policy				
	xii.	Participates as required in the school's performance management				
		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.	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.	SUP	SUPERVISION / MANAGEMENT OF PEOPLE				
		and the Proof of				
	No.	reporting – Direct: 0 Indirect: 0				
4.	CRE	ATIVITY & 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

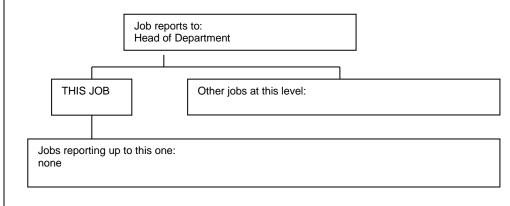
and who behave aggressively.

- 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			