



<b>TITLE:</b>	Level 2 Teaching Assistant (SEND)
<b>SCHOOL:</b>	St. Paul's CE Primary School, Astley Bridge
<b>RESPONSIBLE TO:</b>	Headteacher
<b>GRADE:</b>	NJC 04 – NJC 06 (£24,404 - £25,183 pro rata, term time only)

## Job Description

### MAIN DUTIES

#### 1. **Support for the Pupil**

- Establish good working relationships with pupils, acting as a role model
- Experience of working children with Autism and/or SEMH and ELKLAN training
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupil dependent upon their individual needs ensuring their safety whilst supporting access to learning activities
- Promote inclusion and acceptance of all pupils
- Encourage pupil to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to pupil in relation to progress and achievement under guidance and direction of the teacher

#### 2 **Support for the teacher**

- Provide minimal clerical/administration support (e.g photocopying, typing, filing etc)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals
- Report pupil achievements, progress and issues as appropriate in agreed format
- Undertake pupil record keeping as requested
- Administer routine primary tests and invigilate exams
- Promote good pupil behaviour, dealing promptly with conflict and incidents and

encouraging pupils to take responsibility for their own behaviour in line with established school policy

- Establish constructive relationships with parents/carers.

### 3 **Support for the curriculum**

- Undertake structured and agreed learning activities/learning programmes, taking in to account consideration pupil learning styles
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

### 4 **Support for the school and Trust**

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plans
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## Person Specification

<i>MINIMUM ESSENTIAL REQUIREMENTS</i>		METHOD OF ASSESSMENT
SKILLS AND COMPETENCY		
1.	Ability to interact with pupils in ways that help to develop their ability to think and learn	Application form/Interview
2.	Ability to provide 1:1 support for pupils with a high level of need.	Application form/Interview
3.	Ability to listen, question, understand and respond to pupils and adults	Interview
4.	Ability to communicate effectively with pupils, staff and other adults and to develop and maintain respectful professional relationships with pupils and adults	Application form/Interview
5.	Ability to act a good role model for pupils and provide encouragement and support using a language and vocabulary the pupil is likely to understand	Application form/Interview
6.	Ability to recognise when pupils are in danger of risk or harm and know what actions to take to protect them, in accordance with school procedures	Interview
7.	Ability to provide feedback on progress of an activity and pupil's response to it	Interview
8.	Ability to use praise and assistance to maintain the pupils' interest and enthusiasm for an activity	Application form/Interview
9.	Ability to positively encourage children's self-reliance, self-confidence and positive behaviour	Application form/Interview
10.	Ability to support activities in the classroom and the playground and respond appropriately to incidents and accidents in line with school procedures	Application form/Interview
11.	Ability to encourage positive relations between children in ways which are realistic to the expectations of their behaviour and developmental levels	Application form/Interview

<i>MINIMUM ESSENTIAL REQUIREMENTS</i>		METHOD OF ASSESSMENT
12.	Ability to deal calmly and promptly with conflict and behaviour issues, including applying sanctions and rewards, in line with school procedures, and within limits of responsibility	Application form/Interview
13.	Ability to identify areas of work that could be improved and to contribute to improve skills, knowledge and effectiveness at work	Application form/Interview

<i>MINIMUM ESSENTIAL REQUIREMENTS</i>		METHOD OF ASSESSMENT
CORE ORGANISATIONAL COMPETENCIES		
	<p>Valuing Diversity</p> <p>Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.</p>	Interview
	<p>Caring for Customers</p> <p>Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.</p>	Interview
	<p>Developing Self and Others</p> <p>Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investors in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.</p>	Interview

	<p><b>Health and Safety</b></p> <p>The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.</p>	Interview
	<p><b>Confidentiality</b></p> <p>To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Corporate and Departmental policies on Confidentiality, and the management and sharing of information.</p>	Interview
	<p><b>Energy Efficiency</b></p> <p>To be aware of the energy efficiency issues in own area of work and throughout the organisation</p>	Interview

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
Knowledge/Experience/Qualifications/Training etc		
1	Awareness of the main stage of development and learning of pupils in relevant phase	Application form/Interview
2	Awareness of the factors that can support and get in the way of the development of thinking and learning	Application form/Interview
3	Awareness of the possible barriers to communication	Application form/Interview
4	Awareness of the importance of sharing information when pupil's safety and well-being are concerned and of maintaining confidentiality about sensitive information, except where the safety and welfare of the pupil means it is appropriate to share with other people and agencies	Interview
5	Awareness of how to report, record and pass on information about pupils	Application form/Interview
6	Experience of working 1:1 with children Autism and/or SEMH and ELKLAN training	Application form/Interview
7	Awareness of and respect for children's own and others' cultural backgrounds and requirements.	Application form/Interview

8	Awareness of actions that can be taken to improve skills, knowledge and effectiveness at work	Application form/Interview
9	Experience of working with &/or caring for children (within specified age range) in either a paid or voluntary capacity	Application form/Interview
10	Holder of, working towards or willing to work towards a vocationally-related qualification in Support Work in Schools or equivalent	Application form/Interview