

Job Description

Post title: SEND Level 2 Teaching Assistant – 2 roles available

Contract: Fixed Term Contract, Term Time only

Hours: 30 hours per week

Pay range: Band 4, scale point 3 - 4

Line manager: Headteacher

Location: Cottingley Village Primary School

Purpose of the Role:

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem, and social inclusion. To undertake work/care/support programmes to enable access to and enhance learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key Responsibilities:

Support for the Pupils:

- Supervise and support pupils, including those with special needs, ensuring their safety, and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote, support and facilitate the inclusion of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher or other professionals.
- Encourage pupils to act independently as appropriate.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of IEPs and Personal Care programmes.

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Support for the Teacher:

- Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work.
- Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed.
- Contribute to effective assessment by undertaking pupil record keeping as requested.
- Use effective behaviour management strategies consistently in line with the school policies and procedures.
- Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals
- Provide clerical/admin support.

Support for the Curriculum:

- Support pupils to understand instructions.
- Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role.
- Support pupils in safely using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

Support for the School:

- Be aware of and comply with relevant statutory guidance, alongside school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner.
- Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals and the school community.
- Attend relevant meetings as required.
- Commit to improving own practice by participating in training and other learning activities related to continual professional development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

Safeguarding and Compliance:

- Promote the safety and wellbeing of pupils and staff within the school
- Through example, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to.

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2 Qualifications relating to post eg health, children, practical skills, first aid. 	<p>E</p> <p>D</p>	<p>Application form and interview</p>
<p>EXPERIENCE</p> <ul style="list-style-type: none"> Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. Experience of working in a team situation. Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. General technical / resource experience. Clerical / administrative experience. 	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application form and interview</p>
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> Willingness to participate in development and training opportunities. Ability to relate well to pupils and adults Work constructively as part of a team Ability to remain calm under pressure. Demonstrate good co-operative, interpersonal and effective listening skills. Demonstrate a commitment to working with children of the relevant age. Flexibility and willingness to accept change. Approachable courteous and able to present a positive image of the school to callers and visitors. Maintain confidentiality in matters relating to the school, its pupils, parents and carers. Ability to use relevant technology after training if required. Keyboard / computer skills. Good numeracy/literacy skills. Ability to understand classroom roles and responsibilities and your own position within these. Completion of DfE Teacher Assistant Programme. An understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Knowledge of childcare. Awareness of child development. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<p>Application form and interview</p>

<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Committed to the highest standards of teaching and learning. • Committed to forging excellent relationships with pupils, staff, parents and other professionals. • Able to motivate and inspire children particularly those with SEND. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<p>E E E E E</p>	<p>Application form and interview</p>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

