



Teaching Assistant Level 2

JOB DESCRIPTION

Main Purpose of the Job

An experienced teaching assistant providing support and learning for pupils with SEN(Special Educational Needs), such as those, severe, complex, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities within a special school

The key focus is to:

- support the classroom teacher with their responsibility for the development and education of all pupils
- assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- provide specialist assistance to pupils with SEN who need particular help to overcome barriers to learning

Jobholders generally work under the direct supervision of the teacher within the learning environment with the teacher present. However, they may occasionally be required to work outside the classroom for short periods

Support for the Pupils

- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, emotional, welfare and health matters reporting problems to teacher as appropriate.
- Physically assist pupils in activities
- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Assist with planning, organising and implementing Personal learning Programmes for pupils
- When accompanying teaching staff and pupils on educational visits, trips and out of school activities support pupils with medical care needs. This may include gastrostomy management, suctioning and tracheostomy care, catheter care, and administering medication, in accordance with an agreed plan, and under the direction of healthcare practitioner and following appropriate training

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and learning activities and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve goals
- Assist with the preparation of learning activities
- Report pupils' responses to learning activities and record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, or problems
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers referring any difficult or contentious issues as appropriate

- Support teaching /senior staff with routine administration, such as such as photocopying, typing, filing, money,
- May monitor pupils conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or challenging issues
- May evaluate specialist learning activities with the teacher, supporting their writing of reports and records as required

Support for the Curriculum

- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- May support the use of ICT in learning activities and develop pupils' competence and independence in its use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference to ensure 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
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision and support of pupils out of lesson times as appropriate and may work with pupils not working to normal timetable
- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher Assist with medical visits and special events, such as School Concerts, Plays, Parents / Carers evenings
- Respond to panic alarms where appropriate

Planning, organising and controlling skills

- Work under the supervision of a teacher within classroom setting with teacher present
- Carry out a wide range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, attending to pupils' personal needs
- Plans, prepares and deliver learning activities for pupils with ASN under the guidance of a teacher
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carers permission has been granted)

Communicating and influencing skills

- Daily contact with parents/carers regarding their child to discuss sensitive and confidential information, for example personal care, health, medication, child behaviour
- Use language and concepts appropriate to the child's particular needs, age, stage of development, and culture
- Training in augmentative and alternative communication
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided, for example provide information to doctors/family, relay to medical staff what actions have been

Initiative and innovation skills

- Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within classroom setting with teacher present
- Work within and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection
- Use initiative and make decisions to:
- Work with the classroom teacher in the development and education of pupils with ASN and provide personal care and support to pupils. This could include administration of medication
- Provide the teacher with feedback on pupil progress, behaviour, wellbeing, achievements and problems and provide feedback to pupils in relation to attainment and progress
- Carry out structured and agreed learning activities teaching/programmes, amending approach according to pupil progress
- Carry out programmes linked to local and national learning strategies such as literacy, numeracy, early years and/or PLPs, recording achievement and progress and feeding back to the teacher
- Assist with the supervision of pupils outside of lesson times i.e. at lunchtime and playtime where applicable
- Assist with organising and supporting medical visits, educational visits and special events
- Understand and appreciate each individual pupils specific needs and condition
- Recognise/identify changes in behaviour or wellbeing with a pupil and refer to/call in additional support
- Check all equipment before use to ensure safe operation/use
- Ensure pupil's dietary requirements are met, for example food chopped, sieved, any allergies
- Identify and use best and most appropriate method of communication with individual pupils, for example Makaton, PECS
- Ensure own personal hygiene to avoid cross infection between pupils, for example hand washing, wearing gloves, disinfecting changing mats, careful use of equipment

Budget accountability

No direct budget responsibility but may carry out financial transactions, including handling small amounts of cash, in line with policies and procedures

Staff accountability

None – though would be expected to act as role models to new members of staff, students and volunteers

Physical effort

- Daily requirement to manoeuvre pupils with physical disabilities, assist in physical activities, or positive handling of pupils as specified and as required following appropriate training
- Working under direction of Occupational Therapist, Physiotherapist, Speech or Language Therapist carry out daily programmes of exercises or routines with pupils as required
- Will undertake moving and handling activities as required, for example carrying and lifting equipment and resources, putting up displays

Work environment

- Daily requirement to wear personal safety equipment (padded clothing, arm shields) when working with pupils who exhibit challenging behaviours, for example hitting, biting, scratching, kicking, hair pulling
- Daily and on-going requirement to ensure intimate personal hygiene of pupils and provide very personal care, for example changing sanitary pads, incontinency pads, soiled clothing, feeding (peg feeding, suctioning), showering, drying after swimming/therapy

PERSON SPECIFICATION

Experience	<ul style="list-style-type: none"> • Working with or caring for children of pre-school or primary age children with special educational needs or disabilities
Qualifications	<ul style="list-style-type: none"> • Good numeracy/literacy skills • NVQ 2 or equivalent qualifications or experience • Training in the relevant learning strategies such as Makaton TEACCH, PECS is desirable. • Have or willing to gain First aid training/training as appropriate
Knowledge & Skills	<ul style="list-style-type: none"> • Can use ICT effectively to support learning • Use of other equipment technology – camera, video, photocopier • Understanding of relevant policies/codes of practice and awareness of relevant legislation • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Can undertake personal care roles such as toileting
Attributes	<ul style="list-style-type: none"> • Willing to work under the direction of a teacher • Enthusiastic and positive team member. • Effective communication and interpersonal skills. • Will need to be able to cope with the physical demands of manual handling and the needs of children with challenging behaviours • Sensitivity to the needs of children with challenging behaviour. • Flexibility in moving from class to class as appropriate and necessary • Calm, consistent and with a 'can do' attitude