**Job Description**

**Teaching Assistant Level 2**

**SEN 1:1 with intimate care provision**

**Grade** Grade D Point 6-11 plus SEN

**Primary Purpose of the Job** To work within our team providing 1:1 support to a child with SEN

Enabling access to learning activities and providing assistance and

support.

**Responsible to** Principal

**Principal Responsibilities** To provide 1:1 support for a child with SEN in accessing, and the teacher in delivery the curriculum. To provide support at snack and mealtimes and to assist with intimate care.

**MAIN DUTIES**



1. **Support for the children:**
	* + Establish good working relationships with children, acting as a role model.
		+ Be aware of and respond appropriately to individual pupil needs ensuring effective interaction.
		+ Provide specific support to children dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.
		+ Promote inclusion and acceptance of all pupils.
		+ Encourage pupils to interact with others and engage in activities led by the teacher.
		+ Promote self-esteem and independence.
		+ Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher.
		+ Provide support at snack and mealtimes
		+ Attend to the pupil’s personal needs including intimate care, toileting and hygiene as well as help with social, emotional, welfare and health matters reporting problems to teacher as appropriate.
	1. **Support for the teacher:**
		* + Provide minimal clerical/administration support (e.g photocopying, typing, filing, collecting money etc).
			+ Assist with the creation of displays of children’s work to celebrate achievements and challenge their questioning and thinking.
			+ Under the direction of the teacher prepare the classroom for lessons and clear afterwards, including display work as appropriate.
			+ Undertake pupil record keeping as requested (e.g. provide a written statement on pupil progress to the teacher).
			+ Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
			+ Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.



1. **Support for the curriculum:**
	* Provide curriculum / resource support and undertake training programmes linked to local and national learning strategies.
	* Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
	* Prepare and maintain equipment/resources as directed by the teacher and assist children in their use.
2. **Support for the school**
	* + 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).
		+ To share responsibility for the preparation and maintenance of the indoor and outdoor learning environment.
		+ Contribute to the overall ethos/work/aims of the School/ Trust.
		+ 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.

**Customer Care -** To provide quality services that are what our customers want and need. To give customers theopportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

**Develop oneself and others** - To make every effort to access development opportunities and ensure you spendtime with your manager identifying your development needs through your personal development plan. To be ready to share learning with others and to take part in the school’s system of annual appraisal of performance.

**Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity andrespect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

**Safeguarding** – Vantage Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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.

Prepared by: H Hodgson Date: September 2017

Page **2** of **4**

**Person Specification**

**Teaching Assistant Level 2 SEN**

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| --- | --- |
| **STAGE ONE** | Disabled Candidates are guaranteed an interview if they meet the essential criteria |
|  |  |  |  |  |
| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |  |
|  |  |  |  |  |  |
| **SKILLS AND COMPETENCY** |  |  |
|  |  |  |  |  |
| 1. | Experience of working with children with SEN | Application form |  |
|  |  |  |  |  |
| 2. | GCSE English and Maths at Level 2 or equivalent/ willingness to | Application form |  |
|  | undertake within role |  |  |
|  |  |  |  |  |
| 3. | QCF Level 2 Supporting Teaching and Learning in Schools or equivalent qualification | Application form |  |
|  |  |  |  |
|  |  |  |  |  |
| 4. | Ability to communicate effectively both orally and in writing. | Interview/Application form |  |
|  |  |  |  |  |
| 5. | Ability to develop and maintain effective working relationships with | Interview/ Application form |  |
|  | others. |  |  |  |
|  |  |  |  |  |
| 6. | Understanding of how young children learn and develop | Interview |  |
|  |  |  |  |  |
| 7. | Understanding of roles and responsibilities for supporting children’s | Interview/ Application form |  |
|  | learning and implications for the range of support provided. |  |  |
|  |  |  |  |  |
| 8. | A commitment to participating in training and development as | Interview |  |
|  | required |  |  |  |
|  |  |  |  |  |
|  |  |  |
| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |  |
|  |  |  |  |  |  |
| **CORE ORGANISATIONAL COMPETENCIES** |  |  |
|  |  |  |  |  |
|  |  | **Valuing Diversity** |  |  |
|  |  | Listen, support the diverse contributions made to the school/setting |  |  |
|  |  | without prejudice. Challenge behaviours and processes which do | Interview/ Application form |  |
|  |  | 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 and inclusion can |  |  |
|  |  | improve our ability to deliver better services and reduce |  |  |
|  |  | disadvantage. |  |  |
|  |  |  |  |  |
|  |  | **Caring for Customers** |  |  |
|  |  |  |  | Interview |  |
|  |  | Listen and respond to customer need. Network with others to |  |  |
|  |  | develop services for the benefit of the school/setting community. |  |  |
|  |  |  |  |  |  |

**Developing Self and Others**

Interview/Application form

Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.

**Health and Safety**

Interview

Ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.

**Confidentiality**

Interview

Acknowledge the need to maintain confidentiality at all times and to become aware of the National, Local Authority and School policies on Confidentiality, and the management and sharing of information.

**Energy Efficiency**

Interview

Be aware of the energy efficiency issues in own area of work and throughout the organisation



Note to Applicants: **Please try to show in your application form how best you meet these requirements**

**Date Person Specification Prepared/Updated** **January 2019**

**Person Specification Prepared By** H Hodgson

Page **4** of **4**