



Teaching Assistant Level 2 Job Description	
Salary	Grade 5 pro-rata, term time only
Purpose of job: To work with children and young people as directed, providing support to the Senior Leadership Team and teachers across a range of child centred activities which promote child development and learning. To take responsibility for some specific tasks (see job brief below)	
Main responsibilities, Tasks and Duties	
School related	
<ul style="list-style-type: none"> ● Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management ● Be responsible for particular learning areas, including planning and preparation of activities and meeting appropriate deadlines ● Assist with planning for school visits ● Contribute to the development of Individual Education Plans ● Be responsible for specialist equipment ● Help organise and participate in meetings with parents/carers 	
Child related	
<ul style="list-style-type: none"> ● Assess identified pupils in and out of the classroom ● Prepare work programmes for groups of pupils for example literacy, numeracy 	
Note: The postholder may be required to carry out tasks contained in the following job descriptions	
Support Worker TA level 1	
Management/Supervision of people	
No direct line management responsibility but is required to support other Teaching Assistants which may include being shadowed or assisting with induction.	
Creativity and Innovation	
Required to follow policies and procedures but may need to be creative when making suggestions to resolve a child centred problem and when assisting with developing activities	
Contacts and Relationships	
Direct contact with children their parents/carers, other employees. Liaise with other professionals on behalf of the teacher or Senior Leadership Team	
Decisions	



<ul style="list-style-type: none"> a) Discretion – required to act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management b) Consequences – impact on service to a child or group of children within the school, errors should be easily identified and resolved
<p>Resources Learning resources</p>
<p>Work Environment</p> <ul style="list-style-type: none"> a) Work demands Subject to conflicting priorities due to curriculum and care needs b) Physical demands Subjected to considerable physical demands, due for example, to height of furniture c) Working conditions School based and may be required to undertake reasonable duties of a personal nature d) Work context Potential risk to well-being through undertaking personal care/hygiene duties and possible aggression from pupils/parents/carers.
<p>Knowledge and Skills GCSE or equivalent in maths and English NVQ 2 or equivalent 2 years relevant experience</p>
<p>Job Evaluation This job description has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme as adopted by the County Council.</p>
<p>Other Duties The duties and responsibilities in this job description are not exhaustive The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.</p>
<p>Equal Opportunities The post holder is required to carry out the duties in accordance with Council Equal Opportunities policies.</p>
<p>Health and Safety The post holder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.</p>
<p>All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.</p>



SEMH Learning Practitioner Job Brief	
<ul style="list-style-type: none"> • Supporting staff and learners within a classroom as directed by the Senior Leadership Team • Support identified pupils who require additional adult support in class • Delivering small group or 1:1 intervention including using our classroom minibus to deliver intervention in the community • Supporting pupils in crisis through the use of Team Teach including the use of de-escalation techniques and strategies • Preparing and supporting pupils to return to learning as quickly as possible • Keeping accurate records of intervention on pupil intervention logs • Keeping Pupil Profiles, Pupil Support Plans and Risk Assessments up to date • Keeping accurate records of any Restrictive Positive Intervention logs and ensuring appropriate follow up has taken place, including parent/carer contact and restorative practice • Contributing to pupils Learning Journals to evidence the progress that pupils are making • Supporting identified pupils in attending offsite visits • Delivering extra-curricular activities/leading clubs in school during structure activity time (break and lunchtimes) • Supporting the Behaviour for Learning Lead with the delivery of staff training • Attending daily briefings, staff meetings, CPD sessions and Key Stage meetings • Demonstrating 'Unconditional Positive Regard', every single day • Preparing and supporting pupils with next steps e.g. moving on to a new school 	

Person Specification

Attributes	Essential	Desirable	Evidence
Education and Training Attainments	<ul style="list-style-type: none"> • Experience working with children and young people 	<ul style="list-style-type: none"> • NVQ 3 or equivalent level 3 qualification • 2 years relevant experience • Team Teach certified • GCSE or equivalent in maths and English 	Interview Application
Skills and Abilities	<ul style="list-style-type: none"> • The ability to communicate effectively with children and adults • Be able to empathise with children and work as part of a team • Be able to demonstrate 'unconditional positive regard' 	<ul style="list-style-type: none"> • Knowledge of legislation as it applies to pupils with SEND / SEMH 	Interview Application





	<ul style="list-style-type: none"> • Good oral and written communication skills • Ability to work effectively as a team member • Versatility, Creativity & Resilience • Be able to plan and deliver intervention 1:1 or to small groups • Interpersonal skills which facilitate positive professional relationships with young people and multi-disciplinary teams 		
General and Special Knowledge	<ul style="list-style-type: none"> • An understanding of current approaches to the support of young people at risk of social exclusion • An understanding of inclusion and potential barriers which may face young people with SEND / SEMH and those at risk of offending 	<ul style="list-style-type: none"> • Knowledge of legislation as it applies to pupils with SEND / SEMH 	Application Certificates
Additional Factors	<ul style="list-style-type: none"> • Always prepared to put the child first and do what it takes to support their learning • Always thinking of others • Prepared to invest in one's own development • Willing to drive the school minibus, where applicable 		Interview Application