



School Mission Statement

“To create and sustain, with God’s help, a learning, caring and serving community where all people are valued for who they are and who they may become in the light of Jesus Christ.”

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Title:	Teaching Assistant – Level 2
Reports to:	SENDCo
Working time:	Maximum of 32.5 hours per week. 38 weeks per year. Term time only with overtime for training safeguarding sessions.
Salary:	National Joint Council Pay Scales – Point 5 to 6

Job Purpose

To support and collaborate with teachers to enable all students, including those with special educational needs and disabilities (SEND), to access learning and participate fully in the academic and social life of the school. The role aims to raise attainment while promoting independence, self-esteem, inclusion, and wellbeing, in line with the school's ethos and values.

Main Responsibilities

1. Support for Students

- Build positive, supportive relationships with students to promote independence, confidence, and self-esteem.
- Provide tailored support to individuals and small groups, enabling full participation in learning activities.
- Adapt communication methods to meet individual needs, including those with Education Health Care Plans - EHCPs and other support plans.
- Support students' social, emotional, mental health, and physical needs, escalating concerns appropriately.
- Promote inclusion and respect for diversity, ensuring all students can access activities.
- Support behaviour management in line with school policies.
- Assist with personal care where required.
- Support students during transitions, routines, school trips, and extracurricular activities.

2. Teaching and Learning Support

- Work with teachers to plan and deliver differentiated and adaptive learning activities.
- Support students' access to the curriculum through modified resources and targeted support.
- Deliver structured interventions (in-class or small group) to support progress.
- Encourage independent learning and gradually reduce support where appropriate.
- Use ICT effectively to support learning.
- Observe, monitor, and record student progress, providing feedback to teachers.
- Contribute to maintaining a safe, orderly, and engaging learning environment.
- Supervise classes where appropriate in any immediate short-term absence of the teacher/

3. Support for Teachers and Curriculum

- Assist teachers with preparation, planning, and delivery of lessons to meet the needs of children with SEND with appropriate training.
- Provide feedback to support lesson planning and assessment.
- Demonstrate appropriate subject and curriculum knowledge.
- Prepare, adapt, and maintain teaching resources.

4. Working with Staff, Parents, and Professionals

- Collaborate effectively with colleagues and external professionals (e.g., SENDCo, therapists).
- Share relevant student information to support planning and intervention.
- Communicate with parents and carers under teacher direction if required
- Contribute to meetings by providing feedback on student progress and needs.

5. Support for the School

- Contribute to the wider life, ethos, and values of the school.
- Maintain positive working relationships with staff.
- Support school events and activities if possible.
- Help ensure a safe and healthy learning environment.
- Attend meetings and training as required.

6. Professional Development and Conduct

- Reflect on practice and engage in professional development opportunities.
- Maintain up-to-date knowledge of SEND practices and school procedures.
- Participate in appraisal processes.
- Work with professionalism, integrity, and clear understanding of role boundaries.
- Uphold school policies and values at all times.

7. Safeguarding

- Work in line with statutory safeguarding guidance (e.g., *Keeping Children Safe in Education*).
- Promote the safeguarding and wellbeing of all students.
- Follow school safeguarding and reporting procedures at all times.

Person Specification: Teaching Assistant Level 2

Essential Criteria

Qualifications & Training

- Level 2 Teaching Assistant qualification (or equivalent experience)
- GCSE (or equivalent) in English and Mathematics (Grade 4 or above)
- Willingness to undertake further training and professional development
- First Aid training (one day level FAAW which will be completed in school)

Experience evidence by

- Working with children or young people in a school or similar setting
- Supporting students with a range of needs, including Special Educational Needs (SEND)
- Working with teachers to support learning in a classroom environment
- Supporting small groups or individual students

Knowledge & Understanding

- Basic understanding of Special Educational Needs and inclusive practice
- Awareness of strategies to support students' learning and engagement
- Understanding of behaviour management in line with school policies
- Awareness of safeguarding and child protection procedures
- Understanding of the importance of promoting student wellbeing and inclusion

Skills & Abilities

- Build positive, professional relationships with students
- Work effectively as part of a team under teacher direction
- Communicate clearly with students, staff, and parents/carers
- Support and assist in adapting learning activities to meet student needs
- Observe, monitor, and report on student progress
- Maintain a safe, organised, and positive learning environment
- Basic ICT skills to support learning

Personal Qualities

- Patient, caring, and supportive approach
- Commitment to promoting independence and self-esteem in students
- Reliable, punctual, and well-organised
- Flexible and adaptable to the needs of the school and students
- Professional, with a clear understanding of boundaries
- Commitment to equality, diversity, and inclusion