

JOB DESCRIPTION						
DIR	ECTC	PRATE:	DEPARTMENT:			
JOE	3 TITL	F <sup>.</sup>	St Oswald's CE Primary School  POST NUMBER:			
		Assistant 2 (TA2)	E****112			
REPORTS TO (Job Title):				Current Grade		
Phase Leader /SENCO/Headteacher				TA2		
1.	MAIN PURPOSE OF JOB					
	To work under the direction of the class teacher, SENCO or member of					
	the school's Senior Leadership Team to undertake work, care and					
	support programmes, to support pupils with special educational needs.					
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:					
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	İ.	Works under the direction of		•		
		member of the school's Seni				
				ort the child in all areas of the		
	ii.	curriculum as directed by the Carries out work pre-planned				
	"'	to use own initiative to enabl	•	•		
				dge and experience with and		
		of the pupil within the guideli				
	iii.	Carries out work planned and				
		accordance with the teacher		,		
	iv.	adapt work/activities as direct Assists the teacher and work				
	'*.	resources for planned work t				
		work and activities as directed	•			
	V.	Assists with assessment and	l monitorin	g of pupil progress by		
		providing feedback to the tea	acher on p	upils' achievements,		
	\ \tau	progress and problems.	on nunil or	agrace as directed by the		
	vi.	Assists with record keeping of teacher.	on pupii pi	ogress as unected by the		
	vii.	Works with other adults invol	lved in the	education process as		
		directed by the teacher.				
	viii	Supervises and supports nar		over lunch-times to maintain		
		positive relationships with other				
	ix.	Involved in meetings with oth				
		parents regarding pupils in a will normally lead on such manager		apacity to the teacher who		
	1	will normally lead on Such Mi	au <del>c</del> is.			

	X.	Supports colleagues across the school staff as directed by the teacher, SENCO or Senior Management Team by application of any specific skills, experience and knowledge in relation to pupils and the curriculum, and to include routine administrative and clerical tasks.		
	xi.	Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils or small groups as directed by the teacher.		
	xii.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy		
	xiii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities		
	xiv.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working		
	XV.	May be given specific areas of responsibility within the school that are appropriate to specific skills, knowledge and experience, for example in maintaining curriculum resources in a given subject area, preparing displays etc.		
	xvi.	Contributes to the overall ethos, work and aims of the school		
3.	SUPERVISION / MANAGEMENT OF PEOPLE			
	No.	No. reporting – Direct: 0 Indirect: 0		
4.	•	<ul> <li>Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.</li> <li>Monitors and is responsive to pupils' personal needs and communication.</li> <li>Under the direction of the class teacher communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.</li> <li>On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans.</li> <li>Participates in the design of classroom and school displays.</li> </ul>		
5.	CONTACTS & RELATIONSHIPS     Internal Contributes to the teacher's planning, teaching and			
		assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in team or whole school meetings as required. Works in collaboration with other support staff - daily.		
	•	<ul> <li>External Provides information about pupils' progress, strategies eg inclusion programmes.</li> </ul>		

## 6. DECISIONS – discretion and consequences

- Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with class teacher.

## 7. RESOURCES

None

# 8. WORK ENVIRONMENT -

#### Work demands

 Under the direction of the class teacher need to implement activities in lessons within school hours as directed. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals.

# **Physical demands**

Involves mainly sitting with pupils but may have sustained periods
of physical activity, involving bending, crouching, lifting, walking
and running eg PE lessons, when meeting pupils' personal care
needs, physical interventions with pupils, moving children with
physical disabilities, following approved procedures.

#### Working conditions

 Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required.

#### **Work context**

- Risk of verbal abuse and physical harm from a minority of pupils and who behave aggressively.
- Risk of injury from moving and handling pupils.
- Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.
- Risk of infection when dealing with unwell children.

### 9. KNOWLEDGE & SKILLS

- Communication skills
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of normal child development and children's personal development needs
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with

