



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

JOB DESCRIPTION

School Name	Lever Edge Primary Academy
Job Title	Special Educational Needs Teaching Assistant Level 2
Grade	Grade D (Point 6 - 11)
Primary Purpose of Job	To support class teachers and other staff in providing specialist education and support for pupils with learning difficulties and other needs.
Responsible to	Headteacher, Pastoral Lead/SENDCo
Responsible for	N/A
Principal Responsibilities	To support learning development and wellbeing of pupils with an EHCP within a resourced provision, promoting inclusion, independence and positive outcomes

Main Duties	
1.	Provide support for learning activities across a range of key stages
2.	Support children's development - physical, emotional, social, communication and intellectual development needs
3.	Help pupils access the curriculum in a meaningful and inclusive way
4.	Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
5.	Promote independence, confidence, self-esteem in learners as well as encouraging positive behaviour
6.	Contribute to positive relationships with children and adults through communication and interaction
7.	Assist with the implementation of specific interventions and therapy programs, e.g. speech and language, occupational therapy
8.	Support literacy and numeracy activities – adapting learning materials to meet individual pupils' needs, as appropriate
9.	Support the use of information and communication technology for teaching and learning
10.	Observe and provide regular feedback on pupil performance, progress and areas of concern
11.	Supervise and support pupils during transitions, break times and off-site activities
12.	Contribute to maintaining pupil records
13.	Contribute to monitoring and maintaining curriculum resources

Other duties for staff with responsibility for supporting play in settings

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| 14. | Support children's play and learning |
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Pupil Support

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| 1. | Build positive relationships with pupils, promoting high self-esteem and independence |
| 2. | Ensuring the safety and well-being of students, and providing support for their physical, social, and emotional needs |
| 3. | Adapt communication style to respond to pupils according to their individual needs |
| 4. | Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention |
| 5. | Assist with the development and implementation of individual learning plans |
| 6. | Managing and supporting students with challenging behaviour, including the appropriate use of physical intervention (Team Teach) |
| 7. | Provide personal care where necessary for a pupil with SEND |
| 8. | Promote the inclusion and acceptance of all pupils |

Teaching and Learning

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| 1. | Undertake structured and agreed learning activities/teaching programmes (Attention Autism, Speech and Language) |
| 2. | Preparing learning materials and adapting teaching support to meet pupils' needs |
| 3. | Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN) |
| 4. | Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning |
| 5. | Monitor, record and report on progress and attainment |
| 6. | Provide feedback to parents, and carers about pupils' progress |
| 7. | Creating a fun, safe, and stimulating learning environment for students |
| 8. | Contribute to the overall ethos, aims and work of the school |
| 9. | Undertake any other relevant duties given by the class teacher or SENCO |

Working with staff, parents/carers and relevant professionals

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| 1. | Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision |
| 2. | Communicate effectively with parents and carers under the direction of teachers |
| 3. | Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers |
| 4. | Collaborate and work with colleagues and other relevant professionals, such as speech and language therapists, within and beyond the school |

Professional Development	
1.	Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
2.	Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

NB:

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or SENDCo.

Version Control	
Job Description prepared by:	Lever Edge Primary Academy
Job Description updated:	15 May 2025



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PERSON SPECIFICATION

Job Details	
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Job Title	Special Educational Needs Teaching Assistant Level 2
Grade	GRADE D (Point 6 - 11)

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Experience		Method of Assessment
1.	Experience of working with children/young people with special educational needs (SEND)	Application Form/Interview
2.	Experience of delivering planned learning activities	Application Form/Interview

Skills and Knowledge		Method of Assessment
1.	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
2.	Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
3.	Ability to promote a positive ethos and role model positive attributes	Application Form/Interview
4.	Good personal numeracy and literacy skills	Application Form/Interview
5.	General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area)	Application Form/Interview
6.	Effective use of ICT to support learning	Application Form/Interview
7.	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
8.	Understanding of inclusion, especially within a school setting	Application Form/Interview
9.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Personal Qualities		Method of Assessment
1.	Enjoyment of working with children	Application Form/Interview
2.	Sensitivity and understanding, to help build good relationships with pupils	Application Form/Interview
3.	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	Application Form/Interview
4.	Commitment to maintaining confidentiality at all times	Application Form/Interview
5.	Commitment to safeguarding pupil's wellbeing and equality	Application Form/Interview
6.	Resilient, positive, forward looking and enthusiastic about making a difference	Application Form/Interview
7.	Capacity to inspire, motivate and challenge children and young people	Application Form/Interview

Work Related Circumstances		Method of Assessment
1.	To attend staff training days, twilight training sessions and relevant out of hours training and events.	Application form/Interview
2.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service	Application Form / Interview

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures	Application Form/Interview
2.	Ability to adapt learning activities to individual pupils' needs and abilities	Application Form/Interview
3.	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness.	Application Form/Interview

Qualifications and Training		Method of Assessment
1.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application form/Certificate
2.	Knowledge and understanding of ICT materials, sources of information and advice, and how to adapt the use of ICT for pupils of different ages, needs and abilities.	Application Form/Interview
3.	Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information	Application Form/Interview
4.	Knowledge and understanding of literacy and numeracy strategies and resources	Application Form/Interview
5.	Knowledge of the practical application of special educational needs strategies	Application Form/Interview
6.	Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting	Application Form/Interview

Version Control	
Person Specification prepared by:	Lever Edge Primary Academy
Person Specification updated:	15 May 2025

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.