Bolton Council

Job Description

Job Details	
School Name	St. Bernard's RC Primary School
Job Title	TEACHING ASSISTANT LEVEL 2 (SEN SUPPORT)
Grade	GRADE D
Primary Purpose of Job	Provide effective support for teaching and learning in school
Responsible to	Line Manager/Head Teacher
Responsible for	N/A
Principal Responsibilities	Provide support for teaching and learning activities Contribute to children's development and safeguarding Provide support to develop the learning environment Provide support to children with special educational needs

Main Duties	
1.	Provide support for learning activities across a range of key stages and in a range of environments
2.	Support children's development (e.g. physical, emotional, social, communication and intellectual development needs)
3.	Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
4.	Encourage children's positive behaviour
5.	Contribute to positive relationships with children and adults through communication and interaction
6.	Provide effective support for colleagues
7.	Support literacy and numeracy activities
8.	Support the use of information and communication technology for teaching and learning
9.	Use information and communication technology to support pupils' learning
10.	Observe and report on pupil performance
11.	Provide displays
12.	Escort and supervise pupils on educational visits and out-of-school activities
13.	Contribute to maintaining pupil records
14.	Contribute to monitoring and maintaining curriculum resources
15.	Invigilate tests and examinations
16.	Support a child with disabilities or special educational needs

Other duties for staff with responsibility for supporting play in settings	
17.	Support children's play and learning
18.	Support children and young people's play
19.	Contribute to moving and handling children, as appropriate
20.	Support individuals during therapy sessions
21.	The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school

Version Control	
Job Description prepared by:	School's HR
Job Description updated:	01 October 2018

Bolton Council

Person Specification

Job Details	
School Name	**St. Bernard's RC Primary School**
Job Title	TEACHING ASSISTANT LEVEL 2 (SEN SUPPORT)
Grade	GRADE D

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.

Skills and Knowledge		Method of Assessment
1.	Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner.	Application Form/Interview
2.	Ability to listen and observe children/young people and share observational findings effectively.	Application Form/Interview
3.	Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly.	Application Form/Interview
4.	Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour.	Application Form/Interview
5.	Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners.	Application Form/Interview
6.	Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise.	Application Form/Interview
7.	Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities.	Application Form/Interview
8.	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information.	Application Form/Interview

Skills and Knowledge		Method of Assessment
9.	Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response.	Application Form/Interview
10.	Value people equally, supporting an inclusive ethos	Interview/Application Form
11.	Excellent numeracy and literacy skills	Application Form/Interview
12.	Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for his/her age, needs and abilities	Application Form/Interview
13.	In consultation with other, ability to adapt activities and experiences to enable a child or young person to take part, feeding back on progress to the child, other adults and family as required	Application Form/Interview
14.	Understanding of roles and responsibilities for supporting pupils' learning and implications for the support you can provide.	Application Form/Interview
15.	Knowledge and understanding of children and young people's development in relation to the ages covered by the setting/school	Application Form/Interview
16.	Awareness of safeguarding principles and safe working practices	Application Form/Interview
17.	Displays commitment to the protection and safeguarding of children and young people.	Interview
18.	Knowledge and understanding of importance of consistent behaviour management	Application Form/Interview
19.	Knowledge and understanding of the key features of effective communication.	Application Form/Interview
20.	Knowledge and understanding of appropriate software packages	Application Form/Interview
21.	Experience of working with and/or caring for children within specified age range/subject area	Application Form/Interview
22.	Awareness and understanding of a range of integration and inclusion strategies	Application form/Interview
23.	Awareness of codes of practice and information or instructions in place for children with disabilities and special educational needs	Application form/Interview
24.	Awareness of assessment and intervention framework for children with special educational needs	Application form/Interview
25.	**Competencies** **Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.**	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Holder of, working towards or willing to work towards an NVQ Level 2, BTEC Level 2 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning in Schools	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.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application form/Certificate
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
4.	Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions, to use when supporting pupils' learning.	Application Form / Interview
5.	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
6.	Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information	Application Form / Interview
7.	Knowledge and understanding of literacy and numeracy strategies and resources	Application Form / Interview
8.	Knowledge of the practical application of special educational needs strategies	Application Form / Interview
9.	Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting	Application Form / Interview
10.	Knowledge of specialist aids and equipment available for children/young people with disabilities and special educational needs	Application form/Interview

Experience, Qualifications and Training		Method of Assessment
1.	Experience of planning for each or young person's individual requirements in partnership with other colleagues	Application form/Interview

Version Control	
Person Specification prepared by:	School's HR
Person Specification updated:	01 October 2018

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.