

JOB DESCRIPTION						
DIR	ECTC	PRATE:	DEPARTMENT:			
ACE			St Oswald's CE Primary School			
JOB TITLE:			POST NUMBER:			
Tea	ching	Assistant 2 (TA2)	E****112			
REPORTS TO (Job Title):				Current Grade		
Pna	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:					
		Made water the discretion of	411	4h OFNOO		
	i.	Works under the direction of		•		
		member of the school's Seni		ort the child in all areas of the		
		curriculum as directed by the				
	ii.	Carries out work pre-planned				
		to use own initiative to enable				
				dge and experience with and		
		of the pupil within the guideli				
	iii.	Carries out work planned an				
		accordance with the teacher				
		adapt work/activities as direct				
	iv.	Assists the teacher and work				
		resources for planned work t work and activities as directed	•			
	V.	Assists with assessment and				
	٧.	providing feedback to the tea				
		progress and problems.				
	vi.	Assists with record keeping	on pupil pr	ogress as directed by the		
		teacher.				
	vii.	Works with other adults invo	lved in the	education process as		
		directed by the teacher.				
	viii	Supervises and supports nai		over lunch-times to maintain		
	ļ .	positive relationships with ot		to and an first to the		
	ix.	Involved in meetings with oth				
		parents regarding pupils in a		apacity to the teacher who		
		will normally lead on such m	aileis.			

	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.	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.	SUP	PERVISION / MANAGEMENT OF PEOPLE		
	No.	reporting – Direct: 0 Indirect: 0		
4.		communication. 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. 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. Participates in the design of classroom and school displays.		
5.	 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. 			
	•	External Provides information about pupils' progress, strategies eg inclusion programmes.		

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

