

Job Description

Post Title: SEND Specialist Teaching Assistant – Communication and Interaction

Conditions of Service: NJC

Salary Grade: Salary Scale 5

Hours of Work: 36 hours per week, 39 weeks per annum term time only

Organisational Relationships

Responsible to: SENCO/ Leader of Inclusion Centre

Reports to: Deputy Headteacher with relevant responsibility
Headteacher
The Governing Body

Job Purpose

1. To use specialist expertise to develop teaching and learning for students with specific needs in Communication and Interaction within whole school
2. To take a lead role in the whole school in your specialist area and share expertise and skills with others
3. To support students with special educational needs through the delivery of specific learning programmes to contribute and to develop Specific Individual plans, by providing targets and outcomes of reviews
4. To train other members of the SEN team about the essential principles and practices of working with students who have a specific difficulty in your area of specialism
5. To work under the guidance of teaching/senior staff, and within an agreed system of supervision, to implement agreed work programmes with individuals/groups (including those requiring detailed and/or specialist knowledge in particular areas), in or out of the classroom
6. To assist the teacher in the whole planning cycle of the Assess-Do-Plan-Review cycle and the management of resources linked to your specialist area
7. To supervise as required whole classes occasionally during the short-term absence of teachers, to maintain good order, keep pupils on task, respond to questions and generally assist pupils to undertake set activities
8. To comply with National Occupational Standards as per attached Appendix

Duties

1. Be the principle link to the external specialist services for individual students and keep the SENCO and other staff informed about student's needs and provision
2. Implement structured learning activities and teaching programmes for individuals and groups of pupils under the guidance of the SENCO and specialist(s) taking into account pupil needs and responses
3. Make effective use of opportunities provided by other learning activities to support the development of relevant skills
4. Use specialist (curricular/learning) skills/training/experience to support pupils learning.

5. Assist pupils to access learning activities through specialist support, recognising and responding to their individual needs
6. Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
7. Contribute to the development and implementation of individual Student Profiles/Behaviour Plans and Personal Care programmes
8. Work with the teacher to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans
9. Monitor and evaluate pupils' progress, achievements and responses in respect of all learning activities and teaching programmes through observation and planned recording of achievement against pre-determined learning objectives
10. Be responsible for keeping and updating records as agreed with line manager, contributing to reviews of systems and/or records as requested
11. Provide objective, accurate and detailed feedback to the teacher and pupils on progress, achievements, and other matters ensuring the availability of appropriate evidence
12. Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents/carers with teacher or as directed
13. Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
14. Promote positive values, attitudes and pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour
15. Determine the need for, prepare and maintain general and specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use
16. Administer routine tests, invigilate exams, and undertake marking of pupils' work
17. Provide clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, administering coursework, and production of worksheets for agreed activities
18. Undertake planned supervision of pupils' out of school hours learning activities
19. Supervise pupils on trips and school activities as required
20. Participate in training and development activities and programmes, and attend and participate in meetings, as required
21. Establish and develop constructive relationships with other agencies/professionals, in liaison with the SENCO, to support progress and achievement of pupils
22. Provide guidance and supervision and assist in the training and development of staff as appropriate
23. Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of child protection, health, safety and security, confidentiality, and data protection
24. Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
25. Assisting the form tutor as personal tutor of a tutor group in the supervision, pastoral care and welfare of students during form time
26. To be a fully trained First Aider and to undertake medical needs training and administering of medication
27. To carry out these responsibilities taking full regard of the school's Equalities Policy, the philosophy of Inclusion and encouraging its successful implementation
28. Commitment to safeguarding and promoting the welfare of children and young people and an expectation for all staff to share this commitment
29. To support the Governing Body in its whole-hearted adoption of all the school's policies and aims
30. To undertake any other duties commensurate with the role

Roles of Additional Adults supporting Teaching and Learning in classroom - National Occupational Standards

1. Provide support for learning activities

- 1.1 Support the teacher in planning learning activities
- 1.2 Support the delivery of learning activities
- 1.3 Support the teacher in the evaluation of learning activities

2. Support children's development

- 2.1 Contribute to supporting children's physical development and skills
- 2.2 Contribute to supporting children's emotional and social development
- 2.3 Contribute to supporting children's communication and intellectual development
- 2.4 Contribute to planning to meet children's development needs

3. Help to keep children safe

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

4. Contribute to positive relationships

- 4.1 Interact with and respond to children
- 4.2 Interact with and respond to adults
- 4.3 Communicate with children
- 4.4 Communicate with adults

5. Provide effective support for your colleagues

- 5.1 Maintain working relationships with colleagues
- 5.2 Develop your effectiveness in a support role

6. Contribute to supporting bilingual/multilingual students

- 6.1 Contribute to supporting bilingual/multilingual students to develop skills in the target Language.
- 6.2 Support bilingual/multilingual students during learning activities

7. Support a child with disabilities or special educational needs

- 7.1 Support a child with disabilities or special educational needs by providing care and encouragement
- 7.2 Provide support to help the child to participate in activities and experiences
- 7.3 Support the child and family according to the procedures of the setting

8. Support students with communication and interaction needs

- 8.1 Support students with communication and interaction needs to maximise learning
- 8.2 Support students with communication and interaction needs to develop relationships with others

9. Support students with behaviour, emotional and social development needs

- 9.1 Support the behaviour management of students with behaviour, emotional and social development needs
- 9.2 Support students with behaviour, emotional and social development needs to develop relationships with others.

9.3 Support students with behaviour, emotional and social development needs to develop self-reliance and self-esteem.

10. Invigilate tests and examinations

10.1 Prepare to run tests and examinations.

10.2 Implement and maintain invigilation requirements

Person Specification - SEND Specialist Teaching Assistant

	METHOD OF ASSESSMENT		
	APPLICATION FORM	INTERVIEW	TEST
ABILITIES			
1) Previous successful experience of using information and communication technology to support learning.	*	*	
2) Ability to absorb and understand a wide range of information concerning the functions of the school.	*	*	
3) Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.	*	*	
4) Ability to plan, implement and evaluate effective actions for pupils at risk of underachieving.	*	*	
5) Ability to work on own initiative, and to prioritise between conflicting demands.	*	*	
6) Ability to self-evaluate learning needs and to develop new skills and learning opportunities.	*	*	
7) Ability to manage, motivate and develop staff.	*	*	
SKILLS			
8) Evidence of commitment to continuous learning within a learning environment.	*	*	
9) Strong verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers.	*	*	
10) Strong numeracy and literacy skills, equivalent to GCSE Grade B in English and Maths.	*		*
KNOWLEDGE			
11) Full working knowledge of relevant education policies, SEN code of practice and procedures, and relevant legislation.	*	*	
12) Working knowledge and understanding of secondary curriculum and other relevant learning programmes and strategies.	*	*	*

	METHOD OF ASSESSMENT		
	APPLICATION FORM	INTERVIEW	TEST
13) Understanding of key principles of child development and learning.	*	*	
14) Comprehensive knowledge and understanding of the range of available support services and providers.	*	*	
EXPERIENCE			
15) Previous successful experience in working with pupils of 11 to 18 years	*	*	
16) Previous successful experience of working with pupils with additional needs.	*	*	
EDUCATION AND PROFESSIONAL QUALIFICATIONS ESSENTIAL TO THE POST			
17) NVQ level 3 for Teaching Assistants or equivalent qualification, or able to demonstrate an equivalent level of attainment through relevant experience.	*		
18) Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE, ELKLAN.	*		
19) Knowledge of basic First Aid procedures or willingness to be trained	*	*	
20) Competent in IT software packages	*		*
EQUAL OPPORTUNITIES			
21) Understanding and commitment to Equality and Diversity	*	*	
COMMITMENT			
22) To support the Governing Body in its whole-hearted adoption of all the School's aims and policies		*	
23) To provide a welcoming and friendly reception for anyone making contact with the school		*	
24) To provide the highest levels of practice in Safeguarding, Child Protection and Inclusion		*	