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## **Job Description**

**Post Title:** SEN Teaching Assistant (Supporting and delivering learning to students with SEND on the SEN Support Register)

**Conditions of Service:** NJC Scale 3

**Hours of Work:** 32.5 hours per week, term time only - 39 weeks per annum

**Reports to:** SENCO

## **Job Purpose**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff and in line with school policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

## **Support for Pupils**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Student Support Strategies / Plans
- Contribute to the Assess – Do – Plan- Review cycle including annual reviews
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Actively participate in identified programmes and develop strategies to help students to develop behaviours for learning and emotional resilience
- Provide feedback to pupils in relation to progress and achievement

## **Support for Teachers**

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, collaborate with teachers to plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests for students in JBIC
- Production of lesson plans, worksheet, plans etc. for interventions with individual students or groups

## **Support for the Curriculum**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver approved strategies e.g. literacy, numeracy, behaviour and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Work closely with the relevant Specialist TAs to provide appropriate support for individual students and provide information to subject teachers

## **Support for the School**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with parents, other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver / support out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Undertake necessary first aid training and administering medication training to support students with medical needs

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The post holder will be expected to carry out such tasks as are commensurate with the duties and responsibilities of the post.

## Person Specification

Teaching Assistant (Supporting and delivering learning to students with SEND on the SEN Support Register)

	<b>Application Form</b>	<b>Interview</b>	<b>Test</b>
<b>Qualifications</b>			
1) NVQ level 3 for Teaching Assistants, or other relevant qualification or experience.	*	*	*
2) 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.	*	*	
3) Good general education up to at least GCSE Grade B or equivalent in Maths and English	*		*
4) Knowledge of basic First Aid procedures or willingness to be trained	*	*	
<b>Experience</b>			
5) Previous successful experience in working with students aged 11 – 18 with complex SEND	*	*	
<b>Knowledge/Skills</b>			
6) Can use ICT effectively to support learning	*	*	
7) Full working knowledge of relevant policies/codes of practice/legislation	*	*	
8) Working knowledge and experience of implementing relevant learning programmes/strategies	*	*	
9) Good understanding of child development and learning processes	*	*	
10) Understanding of statutory frameworks relating to teaching and learning	*	*	
11) Good organisational skills	*	*	
12) Ability to support colleagues to develop their own Inclusive practice	*	*	
13) Constantly improve own practice/knowledge through self-evaluation and learning from others	*	*	
14) Ability to relate well to children and adults	*	*	
15) Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	*	*	

16) Understand procedures relating to confidentiality	*	*	*
<b>Health &amp; Safety</b>			
17) Good understanding of Health and Safety obligations	*	*	*
18) Equal Opportunities			
19) Understanding and commitment to Equality and Diversity	*	*	

\* Denotes essential criteria