



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE: SEN Teaching Assistant
SCHOOL: Primary
SALARY: Band 3
RESPONSIBLE TO: Headteacher

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

PURPOSE OF JOB:

The purpose of this role is to work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate and severe learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

To work under the instruction/ guidance of teaching/ senior staff to undertake work/ care/ support, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area and may include preparation, and maintenance of resources and support to staff and pupils.

MAIN RESPONSIBILITIES:

Support for Pupils:

1. Implement planned learning activities/teaching programmes as agreed with the teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEN

2. Plan and evaluate specialist learning activities with the teacher, writing reports and updating records as required.
3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional
4. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
5. Select and adapt appropriate resources/methods to facilitate agreed learning activities
6. Be involved in planning, organising and implementing individual development plans for pupils (such as provision set out in EHCPs and Individual educational plans), including attendance at, and contribution to, reviews.
7. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
8. Understand and support independent learning and inclusion of all pupils as required.
9. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care
10. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training

Support for the School:

1. Take the Lead when inducting students into the classroom.
2. Liaise regularly with teacher and all appropriate professionals about student's conduct and behaviour, progress and emotional well-being
3. Attend relevant in-service training and professional development courses.
4. Understand and implement academy policy in all areas, including policies relating to child protection, health, safety and security, confidentiality and data protection, behaviour and uniform regulations.
5. Be aware and support difference and ensure all pupils have equal access to opportunities to learn and develop.
6. Assist with break-time and lunch-time supervision including facilitating games and activities

7. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment
8. Be responsible for the preparation, maintenance and control of stocks of materials and resources
9. Update student records.
10. Participate in evaluation and give feedback.
11. Establish and maintain relationships with families and carers and other adults, e.g. speech therapists.
12. Contribute to reviews of student's progress.
13. Supporting and attending whole academy/campus events.
14. Contributing to the campus duty rotas.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



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Post Title: SEN Teaching Assistant	Department:		Assessment Method
	Essential	Desirable	
Experience	• Experience of providing specialist support to students • Experience of working with children who are behaviourally challenging or socially withdrawn • Experience in planning programmes of support that incorporate variety, interest and pace • Experience in keeping succinct records of involvement	• Experience of working with young children with communication needs and those with a diagnosis of Autistic Spectrum Disorder would be an advantage	
Skills & Competence	• Able to work independently and show initiative or as par of a team • Good communication skills • Good time management and organisational skills • Ability to stay calm under pressure • Good interpersonal skills with children and adults • Is able to gain the confidence of children who are behaviourally challenging or socially withdrawn • Able to plan programmes of support that incorporate variety, interest and pace • Is able to keep succinct records of involvement		
Knowledge & Qualifications	• NVQ Level 3 in supporting teaching and learning or equivalent		

	• Minimum of 5 GCSEs at grade C (including Maths and English)		
Physical, mental and emotional demand	• Commitment to helping provide a high quality service to children and families		
Other	• Willingness to participate in training and development		