

JOB DESCRIPTION

Role Title	Department	Reports to
Specialist Teaching Assistant (SEND)	Teaching and learning/ Inclusion	Class Teacher/s SENDCo

PURPOSE

- To work alongside and under the direction of the Class Teacher, SENDCo, and other members of the school community to raise the learning and attainment of pupils with identified Special Educational Needs and Disabilities (SEND).
- To provide targeted support to pupils with SEND to enable them to access and participate in learning, and experience high levels of achievement.
- To implement personalised strategies and interventions that address individual needs, including social, emotional, and behavioural development.
- To carry out any other reasonable requests, at the discretion of the Headteacher, to meet the changing demands of the school.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

Teaching and learning

- Deliver high-quality, tailored interventions (including speech and language, social skills, and sensory activities) to individuals or small groups of children with SEND.
- Support pupils with EHCPs, SEN Support Plans and/or Learning Plans by adapting resources and approaches to meet their targets.
- Promote inclusion by encouraging participation of pupils with SEND in all aspects of school life.
- Use specialist strategies to support pupils with communication difficulties, autism spectrum conditions, ADHD, and other identified needs.
- Implement behaviour support plans and use positive behaviour management strategies consistently in line with school policy.
- Use IT and assistive technology to advance pupils' learning and independence.
- Organise and manage learning spaces and resources to create a safe, accessible, and stimulating environment for pupils with SEND.

Planning and Assessment

- Read and understand EHCPs, SEN Support Plans and/or Learning Plans, ensuring the targets in these inform daily practice.
- Plan interventions, learning opportunities and enrichment activities to suit the needs of those children identified by the SENDCo.
- Contribute to assessment by monitoring, recording, and reporting pupil progress against personalised targets.

- Liaise regularly with the Class Teacher/s and SENDCo to review provision and adapt strategies as needed.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures and support the overall values and vision of the school.
- Make a positive contribution to the wider life and ethos of the school by attending extra-curricular school events.
- Work collaboratively on curriculum and other identified school development initiatives to secure co-ordinated outcomes.

Health, safety and discipline

- Recognise that health and safety is a responsibility of every employee.
- Ensure the physical and emotional wellbeing of pupils with SEND, including implementing risk assessments and personal care plans where required.
- Comply with health and safety policies and safeguarding procedures at all times.

Professional development

- Take part in the school's appraisal and performance management procedures.
- Reflect on own performance to identify strengths and areas for development, taking part in further training in order to improve own teaching.
- Seek out opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Engage in training related to SEND, including speech and language, autism awareness, and sensory integration.
- Demonstrate a generous approach to the sharing of knowledge and expertise to actively contribute to the professional development of other members of the school community.
- Reflect on own practice and seek opportunities to develop specialist skills.
- Show commitment to the development and promotion of a learning community for all.

Working with colleagues and other relevant professionals

- Develop effective professional relationships with colleagues, working collaboratively to secure the best possible outcomes for all members of the school community.
- Liaise with colleagues in other schools, sharing knowledge and expertise and working collaboratively.
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Access support and advice from other external agencies.
- Communicate clearly and professionally with parents/carers regarding pupil progress and needs.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Maintain high levels of confidentiality and act with integrity at all times.
- Have proper and professional regard for the ethos, policies and practices of the school and adhere to these consistently.
- Maintain high standards of attendance and punctuality.
- Promote equality and treat everyone with fairness and dignity.
- Adhere consistently to the Watling Primary School Staff Code of Conduct.

Safeguarding and Child Protection

- Actively promote and safeguard the welfare of ALL members of the school community.
- Consistently follow the school policies on safeguarding and child protection.
- Keep up to date with developments in safeguarding and child protection.

PERSON SPECIFICATION

E – Essential

D – Desirable

Qualifications/Education	GCSE (or equivalent) including a minimum of a Grade 4 (previously Grade C) in English and Maths (E) Level 2 or 3 Teaching Assistant certificate or diploma (or similar relevant qualification) (D) First Aid training, or a willingness to complete this (D) Forest School approved qualification (D) Training in specific SEND approaches e.g. Makaton, PECS etc. (D)
Experience	Experience of working in a school environment or other educational setting. (E) Experience of working with children with SEND in a school or educational setting (E) Experience of working in Key Stage 1 and/or 2. (E) Experience of delivering specific interventions to support learning. (E) Experience of delivering phonics sessions to small groups of children. (D) Knowledge of the Little Wandle phonics programme. (D)
Knowledge and skills	A sound understanding of the roles and responsibilities of a Teaching Assistant within the classroom and the wider school context. (E) A sound understanding and knowledge of strategies used to support children with SEND. (E) Ability to adapt learning to meet individual needs. (E) A good understanding of continuous provision and the ways in which it effectively promotes opportunities for learning through exploration. (D) Subject and curriculum knowledge relevant to the role and the ability to apply this effectively in supporting the Class Teacher and pupils. (E) Secure literacy and numeracy skills, linked to an understanding of the requirements for age related expectations. (E) A sound understanding of the teaching of phonics and the components of a high quality phonics session. (D) Excellent verbal communication skills and the ability to model high standards of spoken and written English. (E) Competency in the use of IT and a good understanding of how to use IT effectively to support learning. (E)

	<p>Good organisational skills and the ability to work calmly under pressure. (E)</p> <p>The ability to build effective working relationships with pupils and adults. (E)</p> <p>Skills and expertise in understanding the needs of all pupils and an understanding of how to adapt and deliver support to meet those individual needs. (E)</p> <p>A sound understanding of data protection and confidentiality. (E)</p> <p>Knowledge and understanding of the importance of equal opportunities, multicultural education and inclusion. (E)</p> <p>Knowledge of legal requirements, national policy and guidance on the safeguarding of children. (E)</p>
Particular aptitudes Personal skills	<p>An alignment with the values of The Watling Way. (E)</p> <p>High expectations for all members of the school community and the tenacity to challenge this if appropriate. (E)</p> <p>A commitment to developing respectful, supportive and trusting relationships with all members of the school community to contribute to an overall positive working and learning environment. (E)</p> <p>An ability to maintain high levels of energy and enthusiasm towards your own role and the overall development of the school. (E)</p> <p>A willingness to take on additional responsibilities and gain valuable experience as the school grows. (D)</p> <p>A brave approach to embracing innovative ways of doing things. (E)</p> <p>Patience, resilience and creativity in supporting pupils with diverse needs. (E)</p> <p>Ability to stay calm when under pressure. (E)</p> <p>Knowledge of EHCP processes and statutory requirements. (D)</p> <p>Familiarity with assistive technology and its application within the classroom. (D)</p> <p>Commitment to continuous professional development in SEND strategies. (E)</p>

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT:

SIGNED:

DATE: