



Believe Achieve Succeed – Learning without limits

Job Description

Job title:	SEN Teaching Assistant
Grade:	G2.8
Responsible to:	SENDCo

Duties and Responsibilities:

To work under the instruction of SENDCo/SLT.

Work will be under the direction of the Class Teacher, assisting children in the classroom and providing targeted support for the individual child and/or small groups of children.

Purpose of Post:

To support the education of pupils with SEND to overcome barriers to learning in a mainstream setting.

To enable pupils with SEND to access learning and participate as fully as possible in the life of the school.

To be committed to the highest expectations and “learning without limits” ethos.

SUPPORT FOR CHILDREN

- Supervise and support children ensuring their safety and access to learning;
- Establish good relationship with children, being aware of, and responding appropriately to, individual needs;
- Promote the inclusion of all children; this may include supporting pupils with personal care needs;
- Encourage children to interact with others and engage in activities led by the teacher;
- Encourage children to act independently as appropriate;
- Support pupils with vision needs to access the curriculum, learning environment and wider school activities, following advice and recommendations from specialist professionals;
- Support appropriate positioning, lighting, use of visual materials, classroom resources and specialist equipment to enable pupils with vision needs to participate safely and effectively in learning;
- Support pupils with vision needs to develop confidence, independence and safe mobility within the school environment, as appropriate and in line with professional guidance;
- Support children in using ICT as directed;



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- Prepare and maintain equipment/resources as directed by the teacher and assist children in their use;
- Adapt and prepare learning resources as directed by the teacher and/or specialist professionals to ensure they are accessible to pupils with vision needs;
- Support language acquisition and the development of speaking and listening skills;
- Support children to understand instructions;
- To provide specialist support under the guidance of therapists and other professionals, including the Children's Sensory Team.
- Support children in respect of national curriculum at key stages 1 and 2 and/or EYFS as directed by the teacher;
- Communicate, as required with parents;
- Where appropriate, attend to the childrens' personal and intimate care needs, and implement any related personal programmes. These may include social, health, physical, hygiene, first aid and welfare matters;
- Liaise with the class teacher and other professionals to track progress and review this with the SENDCo as and when required;
- Implement individual strategies and recommendations relating to a pupil's vision needs, ensuring these are incorporated into everyday learning and school activities;
- Support pupils with vision needs to participate as fully as possible in mainstream lessons, social activities, playtimes, trips and other school experiences, promoting independence and avoiding unnecessary adult dependency.

SUPPORT FOR THE TEACHER

- Work with the teacher to establish an appropriate and inclusive, accessible learning environment, including displays and accessible visual information;
- Provide detailed and regular feedback to teachers on children's achievement, progress, engagement, barriers to learning and any concerns etc;
- Keep appropriate assessment records of children's progress and contribute to monitoring the impact of strategies and interventions;
- Promote positive behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour;
- Provide administrative support, e.g. photocopying, typing, filing etc;
- Gather/report information from/to parents/carers as directed;
- Assist with the planning of learning activities and organisation of suitable resources;



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- Prepare and adapt learning resources, under the direction of the teacher and/or relevant specialist professionals, to ensure they are accessible to pupils with additional needs, including vision needs;
- Monitor and report any difficulties a pupil with vision needs may experience in accessing learning, resources or the school environment, and share these with the class teacher and SENDCo;
- Ensure agreed individual strategies and recommendations from specialist professionals are followed consistently within the learning environment.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support differences and ensure all children have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Interact on a professional level with colleagues and parents, establishing and maintaining productive relationships with them;
- Attend relevant meetings as required;
- To contribute to teams as agreed with the Headteacher;
- Participate in training and other learning activities and professional development as required;
- Participate in the school's performance management scheme;
- Accompany teaching staff and children on visits, trips, and out of school activities as required;
- Appreciate and support the role of other professionals;
- Assist with the supervision of children out of lesson times e.g. playtimes and lunchtimes as required;
- Set a good example in terms of dress, punctuality and attendance;
- Carry out any other related duties as requested by the Headteacher.

Culture

- To be vigilant and proactive in all areas of safeguarding and pupil welfare;
- To model positivity, passion and to share the school's vision and ethos;



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- To believe in the school's values and contribute to the development and implementation of policies, practices, and procedures;
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships;
- Help develop a school culture that is totally committed to high expectations and "learning without limits";
- To support and work in collaboration with colleagues and other professionals within and beyond the school.



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SEN TEACHING ASSISTANT PERSON SPECIFICATION

Training and Qualifications	Essential	Desirable
The successful candidate will have either undertaken training internally or hold an external qualification (e.g. NVQ Teaching Assistant course or similar). The successful candidate must also meet the requirements as set out in the National Occupational Standards for Support Staff.	x	
Experience		
Candidates should have had relevant and recent experience of working with children across the primary phase in a school environment;	x	
Recent and effective experience of supporting children within whole class environment and in a 1:1 or small group setting;	x	
Experience of working with children who have Special Educational Needs; including pupils with ASD, Social, Emotional and Mental Health difficulties and/or those with speech language and communication difficulties.	x	
Knowledge and Skills		
The person appointed will need to have skills and knowledge of:		
Planning and preparing for the learning needs of specific children;	x	
Assessing, recording and reporting on the progress of specific children with evidence to support this;	x	
Good communication skills;	x	
Working independently with initiative and flexibility within part of a team;	x	
High level of ICT skills;	x	
Able to complete new training initiatives as appropriate.	x	
Personal Qualities		
Fully support the aims, values and ethos of Stanburn Primary School	x	
Respect for young people and their needs	x	
Commitment to the principles and practices of equal opportunities	x	
A relentless drive for excellence	x	
Ability to keep calm under pressure	x	
To have strong awareness of professionalism and confidentiality	x	
Possess integrity, honesty, perceptiveness and a commitment to of fairness	x	
Other Requirements		
Excellent record of attendance and punctuality	x	
Comply with safer recruitment checks including DBS checks	x	
A commitment to safeguarding and promoting the welfare of children and young people	x	
To be smart and presentable	x	
A First Aid Certificate would be an advantage		x



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EQUAL OPPORTUNITIES

Demonstrate a commitment to and understanding of the achievement of equality of educational opportunity for all children. This must take account of gender, ability, ethnicity, religion and disability.

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

Equal Opportunities

The post-holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Signatures

This job description is current at the date below but will be reviewed on a regular basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed
SEN Teaching Assistant

Signed
Headteacher

Name:

Name

Dated

Dated

Review arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.