

Job description: SEN INCLUSION TEACHING ASSISTANT

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| Location | Grampian Primary Academy |
| Contract term | Permanent |
| Full time/term time | Term Time (39 weeks) |
| Pay range | NJC 5-6 £25,583-£25,989 FTE., Actual Salary £21,995 – £22,345 p/a |
| Reporting to | SENCo and Head Teacher |

Job purpose

At Grampian Primary Academy we believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and offer nurturing and enriching experiences to enable the development of the whole child.

Under guidance from the SENCo and Class Teacher will:

- Provide a safe, calm and nurturing environment, alongside a programme of activities structured to the emotional, social and intellectual needs of each pupil, while keeping them in close contact with their base class.
- Support pupils to understand their behaviour and that behaviours generally have a consequence and to develop strategies to self-regulate emotions and anxieties.
- Support the development of a whole-school nurturing ethos focused on inclusion.

Main duties and responsibilities

The SEN Inclusion TA's main role is to provide support for children with identified social and emotional learning and behaviour difficulties. The SEN Inclusion TA will ensure that the pupils can integrate as fully as possible in activities undertaken in internal provision.

- be a trusted adult who is able to build strong relationships with pupils
- support pupils in class and in catch up sessions.
- have a detailed knowledge of and track the targets the pupils are working towards
- be able to assess the progress being made by the pupil both academically and other measures of progress

- be available, as necessary, at the start and end of the day to ensure the pupils start and leave school in a calm and regulated way
- ensure that relevant staff are made aware of any issues or concerns about a pupil which may have an impact on their learning or behaviour
- Assist with arrangements for school visits and events

Supporting Pupils

- To provide learning experiences through the nurture principles.
- To develop knowledge of the particular needs of the child and seek advice from the SENCo, Class Teacher and outside agencies.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested by the nurture ethos.
- To organise and maintain an inclusive learning environment in the sensory room.
- Provide positive reinforcements, praise and rewards to pupils.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with children with social and emotional needs.
- Supporting the inclusion team
- To work as part of the inclusion team, to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with SENDCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- Provide structured support and intervention sessions as part of agreed plans. Promote high expectations for pupils in order to raise standards. Provide support in literacy/numeracy/SEN strategies for pupil premium students. Contribute to the development, preparation and dissemination of appropriate materials for this.



- Provide detailed and regular feedback to professionals on pupils' achievement, progress, problems etc.
- To provide regular feedback to the SENDCo and Class Teacher, and, where necessary, relevant outside agencies about any pupil's difficulties and progress.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification: SEN INCLUSION TEACHING ASSISTANT

| Qualifications and training <i>Evidenced through: Application</i> | Essential | Desirable |
|---|------------------|------------------|
| NVQ Level 2 for Teaching Assistants or equivalent qualification | ✓ | |
| GCSE English and Maths, grade A* - C or equivalent | ✓ | |
| Paediatric First Aid/ First Aid at Work | | ✓ |
| Previous Experience of Working with Children | ✓ | |

| Experience/employment record <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|---|------------------|------------------|
| Understanding of matters relating safeguarding of children in terms of their health, safety, welfare and mental wellbeing | ✓ | |
| An awareness of matters relating to the confidentiality of information in relation to pupils, parents/carers and colleagues | ✓ | |
| Experience of working with professionals from other agencies | | ✓ |

| Personal qualities <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
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| An ability to establish positive relationships with a diverse range of pupils and empathise with their needs | ✓ | |
| An ability to make a positive impact on pupils' personal, social, emotional, creative, and physical development and on their knowledge and understanding of the world. | ✓ | |

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| An ability to make a positive impact on pupils' independent learning and thinking skills | ✓ | |
| An ability to make a significant contribution to the planning, preparation and implementation of learning experiences. | ✓ | |
| An ability to monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes. | ✓ | |
| Ability to undertake supervision of children in a professional environment to ensure management of their behaviour. | ✓ | |
| An ability to develop and maintain effective working relationships with other team members and contribute to the work of the team | ✓ | |
| An ability to promote and develop positive attitudes to school. | ✓ | |
| Ability to be organised and prioritise between conflicting demands. | ✓ | |
| An ability to create and nurture strong links with parents and other adults / agencies involved with each child, to engage them actively in the pupil's learning and development. | ✓ | |
| An ability to display positive social skills and encourage good behaviour in pupils. | ✓ | |
| Verbal and written communication skills appropriate to the need to communicate effectively with pupils, parents/carers and colleagues. | ✓ | |
| Sound interpersonal skills to establish constructive working relationships with pupils, parents/carers and colleagues. | ✓ | |