



# SEN Teaching Assistant / LSA

## Job Description and Person Specification

|                        |   |
|------------------------|---|
| <b>Contract Type:</b>  | Permanent   |
| <b>Salary:</b>         | Band 5, S17 – S20 (£28,074 - £29,962 per annum, term time only) |
| <b>School:</b>         | Haberdashers' Hatcham Free School                               |
| <b>Location:</b>       | Pepys Road, London SE14 5SF                                     |
| <b>Hours per week:</b> | 35  |
| <b>Accountable to:</b> | EYFS Lead   |

## Job Purpose

We are seeking to appoint an outstanding SEN Higher Level Teaching Assistant OR Learning Support Assistant to support learners and contribute effectively within a classroom setting. Those applying for the Higher -Level Teaching Assistant role must have the skills needed to work with SEND children; the ability to be able to plan and deliver bespoke interventions; and the ability to manage the different behaviours that each child exhibits at any given time.

## Key Responsibilities of Role

### Pupil achievement and progress

- To take responsibility for pupils' progress and attainment
- Track pupil progress against individual targets and provide supportive pupil intervention activities where appropriate
- Analyse pupil performance, altering provision in the light of resultant data
- 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
- Support pupils consistently whilst recognising and responding to their individual needs
- Work alongside teachers, SEND leadership and external professionals to ensure our Inclusive Practices are effective, efficient and evidence-based so that we are providing our students with timely support they need to effectively access curriculum learning and opportunities for personal development.

### Quality of Teaching and Learning

- Organise and manage appropriate learning environment and resources
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/workplans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against 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, providing evidence of range and level of progress and attainment
- To plan, prepare and adapt materials for learners with specific needs (eg. Visual timetables) and advise subject teachers regarding their needs where appropriate to support Wave 1 High Quality Teaching in the classroom.
- 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
- Support the education and social development of pupils under the direction and guidance of the Principal, the all through SENCO/Dyslexia Lead Teacher/AP and class teachers

### **Improving the quality of the curriculum**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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 and language and cultural backgrounds
- Deliver 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

### **1:1 Support**

- Provide support for named pupils to enable them to be fully included and make expected progress
- Establish productive working relationships with pupils, act as a role model and set high expectations
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Support pupils consistently whilst recognising and responding to their individual needs and at the same time promote the inclusion of all pupils
- Employ strategies to recognise and reward achievement of self-reliance, providing feedback to pupils in relation to progress and achievement
- Liaise effectively with teachers, other support staff, health and education specialists, parents, visitors and volunteers
- Work effectively with class teachers on lesson planning and differentiation
- Administer and assess routine tests and invigilate exams/tests

- Use detailed knowledge and specialist skills to support pupils learning
- To support transition arrangements for SEN students transferring from primary school to the Academy and across secondary transition phases.

### Other responsibilities

- Regularly undertake break and lunch-time duties
- Undertake and commit to on-going professional development to work toward Habs Institute Teaching School HLTA accreditation
- Keep and update records as agreed with the all through SENCO/Dyslexia teacher or class teacher
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Undertake other duties from time to time as the headteacher requires
- Maintain high professional standards i.e. business dress, punctuality and attendance
- Attend team and staff meetings as required
- Appreciate and support the role of other professionals
- Participate in training and other learning activities and performance development as required
- Accompany staff and pupils on visits, trips and out of school activities as required
- Work constructively as part of a team, understanding classroom roles and responsibilities and down position within these
- Be prepared to work cross-phase as necessary

### General

- To work within the school framework with regard to Health and Safety
- To promote equal opportunities in the school
- To promote the ethos of the Trust / school
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

## Person Specification

|   | Essential  | Desirable   | Method of Assessment |
|---|--|---|----------------------|
| <b>Education</b>                          |  |   |                      |
|   | <ul style="list-style-type: none"> <li>• SEN or Teaching Assistant qualification</li> </ul>  | <ul style="list-style-type: none"> <li>• First Aid qualification</li> </ul>                         | A, I                 |
|   | <ul style="list-style-type: none"> <li>• Enhanced DBS (we will apply for this for you)</li> </ul>  |   | A, I, AS             |
|   |  |   |                      |
| <b>Knowledge, Skills &amp; Experience</b> |  |   |                      |
|   | <ul style="list-style-type: none"> <li>• Experience of supervising SEN children in a nursery or Early Years setting</li> </ul>   | <ul style="list-style-type: none"> <li>• An interest in working in a Multi-Academy Trust</li> </ul> | A, I, AS             |
|   | <ul style="list-style-type: none"> <li>• Ability to work on own initiative, efficiently and under pressure</li> </ul>  |   | A, I, AS             |
|   | <ul style="list-style-type: none"> <li>• Experience of providing Learning Support in a primary setting</li> </ul>  |   | A, I, AS             |
| <b>Personal Qualities</b>                 |  |   |                      |
|   | <ul style="list-style-type: none"> <li>• Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them</li> </ul>   |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• Belief in equality and opportunity for all, ensuring that all staff feel included and listened to</li> </ul>  |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• Ability to establish and articulate a clear vision in an engaging way</li> </ul>  |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• Determination and resilience</li> </ul>   |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging with a range of stakeholders successfully</li> </ul> |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• Commitment to collaborative working</li> </ul>  |   | A, I, AS, R          |
|   | <ul style="list-style-type: none"> <li>• High expectations of achievement, conduct and behaviour and a willingness to</li> </ul>   |   | A, I, AS, R          |

|  |   |  |             |
|--|---|--|-------------|
|  | address situations where these fall short   |  |             |
|  | <ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> </ul> |  | A, I, AS, R |

## Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.