

JOB DESCRIPTION

Job title:	SEND Teaching Assistant
Reports to:	Head Teacher/ Senior Leaders /Inclusion Leader / SENCo
Scale:	BR5

Key Purpose:

To be a member of a multi-disciplinary team, under the leadership and supervision of the teacher/senior staff: will work with individuals/groups to support the learning and physical/general care of pupils, including those with SEN; enable access to learning for pupils and assist the teacher in the support of pupils and the classroom.

Main Responsibilities and Duties

Support for Pupils

1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes as required.
3. Establish constructive relationships with pupils and interact with them according to individual needs.
4. Promote the inclusion and acceptance of all pupils.
5. Encourage pupils to interact with others and engage in activities led by the teacher.
6. Set challenging and demanding expectations and promote self-esteem and independence.
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

Support for Teachers

1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
3. Assist with the planning of learning activities.
4. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
5. Provide detailed and regular feedback to teachers on pupils achievement, progress problems etc.
6. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
7. Establish constructive and supportive relationships with parents/carers and pupils.
8. Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
9. Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum

1. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
2. Lead intervention programmes with small groups/individual pupils as directed by the teacher.
3. Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
4. Use ICT to support children's learning.
5. Supply the use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Prepare, maintain and use equipment/resources required to support the lesson plans/relevant learning activity and assist pupils in their use.
7. Provide emergency cover for sessions as required.

Support for the School

1. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security and data protection, reporting all concerns to an appropriate person.
2. Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
3. Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
4. Contribute to the overall ethos/work/aims of the school.
5. Appreciate and support the role of other professionals.
6. Attend and participate in relevant meetings as required.
7. Participate in training and other learning activities and performance development as required.
8. Assist with the supervision of pupils out of lesson times, including before and after school.
9. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Other responsibilities relative to this role are:

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Proactively promote and demonstrate Compass Academy Trust's vision, values and ethos in all aspects of work.
- Ensure that all duties and services provided are in accordance with the Trust's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.

Details and emphasis are subject to amendment and revision in the light of the changing needs of Compass Academy Trust. This will always be in consultation with the post holder and any additional training needs identified and discussed with the post holder's line manager.

Compass 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.

PERSON SPECIFICATION

ROLE:	SEND Teaching Assistant
REPORTS TO:	Head Teacher, SENCo, Phase Leader, Class Teacher
GRADE:	BR5
EXPERIENCE (Essential Requirements)	
<ul style="list-style-type: none"> • Experience working with children across the primary phase. • Experience of working with pupils with additional needs. • Experience of working with children with moderate learning difficulties is desirable. 	
QUALIFICATIONS/TRAINING (Essential Requirements)	
<ul style="list-style-type: none"> • Good numeracy/literacy skills • NVQ 2 or equivalent for Teacher Assistants or equivalent qualifications or experience • First aid training/training in specific medical procedures as appropriate or be prepared to undertake first aid training 	
KNOWLEDGE/SKILLS (Essential Requirements)	
<ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Effective use of ICT support. • Use of other equipment technology – video, photocopier, etc. • Basic understanding of child development and learning. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. 	