

Job Description – SEND Specialist Teaching Assistant

Report to:	SENCO Leader of Inclusion Centre Deputy Headteacher with relevant responsibility
Responsible to:	The Headteacher and Governing Body

Purpose of the Post

The post holder will assist the SEN Team, including school staff, and support the Associate Assistant Headteacher (SENCO / Mental Health Lead) in the planning, delivery, and coordination of SEN provision across the whole school. This will be carried out under the direction and guidance of the Associate Assistant Headteacher (SENCO / Mental Health Lead), ensuring high-quality support for students with additional needs.

Duties and Responsibilities

- Leading the development of strategies to support students with SEND and sharing best practice with staff.
- Planning and delivering individual and group interventions tailored to student needs.
- Contributing to the development of Individual Support Plans with clear targets and review outcomes.
- Delivering staff training in effective strategies for working with SEND .
- Working under the guidance of the SENCO, SALT, other external professionals and relevant teaching staff to implement programmes that enhance access to learning.
- Contributing to the Assess-Plan-Do-Review cycle and supporting classroom practice with adapted resources and approaches.
- Occasionally supervising whole classes during teacher absences.
- Complying with national standards and the school's SEND and safeguarding policies.
- Act as the main point of contact between the school and external specialist services regarding individual students.
- Deliver structured interventions programmes to support SEND students.

- Use specialist skills to help pupils access learning and respond to their needs in and out of the classroom.
- Support the use of assistive technology and specialist resources to promote independence.
- Collaborate with teachers to plan, deliver, and adapt lessons based on pupils' communication needs.
- Monitor and record pupil progress, providing accurate feedback to teachers, parents, and professionals as needed.
- Contribute to the development of EHCPs, behaviour plans, and personal care programmes.
- Encourage pupil independence, self-esteem, and positive behaviour through inclusive strategies.
- Promote the school's ethos of equality, inclusion, and safeguarding in all work.
- Support pupils during off-site activities and extra-curricular learning opportunities.
- Provide administrative support, including the preparation of resources and materials.
- Deliver training and guidance to staff on best practices for supporting students within one of the four areas of SEND.
- Liaise with parents/carers and professionals to support pupil development and wellbeing.
- Take on pastoral responsibilities, including tutoring and first aid support where required.
- Undertake any additional duties appropriate to the role and school context.

General duties

- To take part in the school performance review process.
- To support the Governing Body in its whole-hearted adoption of the School's policies, and aims.
- To be a fully trained First Aider or be willing to be trained as an emergency First Aider and to undertake medical needs training and administering of medication.
- To supervise areas where students congregate during break time and lunchtime, maintaining Health & Safety practices.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks may not have been identified. The post holder will be expected to undertake tasks which are commensurate with the position at the discretion of the Headteacher.

The Job Description may be varied to meet the changing demands of the school. It will be reviewed at intervals and may be subject to modification or amendment at any time after consultation with the post holder.

Appendix

Roles of Additional Adults supporting Teaching and Learning in classroom - National Occupational Standards

1. Provide support for learning activities

- a. Support the teacher in planning learning activities
- b. Support the delivery of learning activities
- c. Support the teacher in the evaluation of learning activities

2. Support children's development

- a. Contribute to supporting children's physical development and skills
- b. Contribute to supporting children's emotional and social development
- c. Contribute to supporting children's communication and intellectual development
- d. Contribute to planning to meet children's development needs

3. Help to keep children safe

- a. Prepare and maintain a safe environment
- b. Deal with accidents, emergencies and illness
- c. Support the safeguarding of children from abuse
- d. Encourage children's positive behaviour

4. Contribute to positive relationships

- a. Interact with and respond to children
- b. Interact with and respond to adults
- c. Communicate with children
- d. Communicate with adults

5. Provide effective support for your colleagues

- a. Maintain working relationships with colleagues
- b. Develop your effectiveness in a support role

6. Contribute to supporting bilingual/multilingual students

- a. Contribute to supporting bilingual/multilingual students to develop skills in the target Language.
- b. Support bilingual/multilingual students during learning activities

7. Support a child with disabilities or special educational needs

- a. Support a child with disabilities or special educational needs by providing care and encouragement
- b. Provide support to help the child to participate in activities and experiences
- c. Support the child and family according to the procedures of the setting

8. Support students with communication and interaction needs

- a. Support students with communication and interaction needs to maximise learning
- b. Support students with communication and interaction needs to develop relationships with others

9. Support students with behaviour, emotional and social development needs

- a. Support the behaviour management of students with behaviour, emotional and social development needs
- b. Support students with behaviour, emotional and social development needs to develop relationships with others.
- c. Support students with behaviour, emotional and social development needs to develop self- reliance and self-esteem.

10. Invigilate tests and examinations

- a. Prepare to run tests and examinations.
- b. Implement and maintain invigilation requirements

Person Specification

Please note: *All criteria below are essential.*

Criteria	Qualities
Qualifications, Knowledge, Training & Experience	1. I.GCSE C or above, in English and Maths, or equivalent 2. Knowledge of Microsoft software packages 3. First aid training (or willingness to complete it) 4. NVQ level 3 for Teaching Assistants or equivalent qualification, or able to demonstrate an equivalent level of attainment through relevant experience. 5. Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, math's English CACHE, ELKLAN, ELSA and Zone of regulation. 6. Full working knowledge of relevant education policies, SEN code of practice and procedures, and relevant legislation 7. Working knowledge and understanding of secondary curriculum and other relevant learning programmes and strategies. 8. Understanding of key principles of child development and learning. 9. Comprehensive knowledge and understanding of the range of available support services and providers. 10. Previous successful experience in working with pupils of 11 to 18 years 11. Previous successful experience of working with pupils with additional needs.
Personal Skills & Qualities	12. Previous successful experience of using information and communication technology to support learning. 13. Ability to absorb and understand a wide range of information concerning the functions of the school. 14. Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team. 15. Ability to plan, implement and evaluate effective actions for pupils at risk of underachieving.

	16. Ability to work on own initiative, and to prioritise between conflicting demands. 17. Ability to self-evaluate learning needs and to develop new skills and learning opportunities. 18. Ability to manage, motivate and develop staff. 19. Evidence of commitment to continuous learning within a learning environment. 20. Strong verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers. 21. Strong numeracy and literacy skills, equivalent to GCSE Grade B in English and Maths.
General	22. Demonstrate a commitment to equality 23. Understanding of Health & Safety 24. Understand and implement child protection procedures 25. Understand procedures and legislation relating to confidentiality 26. Be prepared to develop and learn in the role and attend any relevant training and gain any relevant qualifications