

## SEN Teaching Assistant (TA)

<b>Job Title:</b>	<b>SEN Teaching Assistant (TA)</b>		
<b>Salary:</b>	<b>GR3</b>	<b>Hours:</b>	<b>30</b>
<b>Contract Type:</b>	<b>Term Time Only (TTO)</b>		
<b>Reporting to:</b>	<b>Assistant Headteacher and SENCO</b>		

### Main Purpose:

To assist and support pupil(s) who have SEND, including those children with additional funding through an Education Health Care Plan (EHCP) or SEND Support Provision Plan. Support with their specific educational needs, their social and emotional development and general learning needs. To support the pupil(s) to integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

### Duties and responsibilities

#### **1. Support for Pupils (individually or in groups)**

- Support the activities of individuals or groups of pupils, providing 1:1 or small-group learning support in class or withdrawal situations.
- Establish and maintain positive relationships with individual pupils and groups, promoting their social and emotional development.
- Develop knowledge of the particular needs of each child and seek advice from the SENDCo, Pastoral Care Manager, class teacher and outside agencies as required.
- Contribute to individual Education, Health and Care Plans and annual reviews as appropriate.
- Support children with specific needs (e.g. sensory/physical impairment, cognitive or learning difficulties, behavioural, emotional, social development needs, or communication and interaction difficulties).
- Organise and support intimate care routines in accordance with school policy; contribute to the health and wellbeing of pupils.
- Support the pupil(s) in the playground, being mindful of health and safety in relation to medical conditions/special educational needs and encouraging safe, inclusive play.
- Develop pupils' independent skills and avoid creating unnecessary reliance on adult support; facilitate inclusion in small-group activities with peers.
- Make or modify resources as suggested and advised by the class teacher or SENDCo.
- Attend in-service training and relevant meetings in order to keep up to date with developments in working with children with special educational needs.

#### **2. Support for Teachers**

- Work as part of the team to ensure the wellbeing and personal development of the pupil(s) enhances their learning opportunities and life skills.
- Attend planning meetings to support the development of individual learning programmes; assist in their delivery on a daily basis.

- Observe and report on pupil performance; provide regular feedback to the class teacher, Pastoral Care Manager and SENDCo.
- Contribute to the management of pupils' behaviour and to maintaining pupils' records.
- Assist in preparing and maintaining the learning environment and support the maintenance of pupils' safety and security.
- Provide general administrative support (e.g. administer coursework, produce worksheets); undertake joint home visits as appropriate and in line with LEA policy.

### **3. Support for the School**

- Support the development and effectiveness of teamwork within the school environment.
- Develop and maintain working relationships with other professionals and liaise with parents as appropriate.
- Review and develop own professional practice.
- Work as required across the curriculum and in all Key Stages within the school in accordance with the post.

### **4. Support for the Curriculum**

- Support the use of information and communication technology in the classroom.
- Support pupils in accessing the curriculum across subjects and Key Stages, adapting approaches as agreed with the class teacher to meet individual learning needs.
- Assist in the recording of lessons and assessment as required by the teacher.
- Monitor pupils' responses to learning activities and, where appropriate, modify or adapt activities as agreed with the teacher to achieve the intended learning outcomes.

### **5. Safeguarding and Professional Responsibilities**

- Uphold and promote the school's safeguarding policy at all times; report any concerns regarding child welfare immediately to the designated safeguarding lead.
- Adhere to and apply all school policies including health and safety, child protection, equal opportunities and behaviour management.
- Provide support for bilingual/multilingual pupils where appropriate to the focus of the role.
- Participate in training and other learning activities and performance development as required.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

### **Employee responsibilities**

- Be committed to the safeguarding and promotion of the welfare of children and young people.
- Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person.
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the school working environment. Ensure all tasks are carried out with regard to Health and Safety.

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- Adhere to the overall ethos, work and aims of the school. Promote the agreed vision and aims of the school. Set an example of personal integrity and professionalism.
- Establish constructive relationships and communication with all staff and other agencies/professionals. Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and other learning activities and performance development as required. Act at all times in a manner appropriate to the seniority of the post.

## Supervision received

- Works under the direction of the Assistant Headteacher and SENDCo.
- Regularly supervised with work checked by the AHT. Expected to plan own work to meet defined deadlines and objectives.

### Notes:

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that this postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This job description may be amended at any time in consultation with the postholder.

**Signed:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Person Specification

Essential	Desirable	Where tested: A – application I – interview T – test or activities C – certificate
<b>Qualifications</b>		
NVQ Level 3 or equivalent qualification in Supporting Teaching and Learning or similar.	GCSE English and Maths (grades A*–C) or equivalent.	<b>A / C</b>
Evidence of continued professional development relevant to SEN or inclusion.	Training in specific SEN areas (e.g. autism, SEMH, communication and interaction difficulties).	<b>A</b>
<b>Experience</b>		
Experience of supporting children in a classroom environment, including those with special educational needs.	Experience of supporting typically developing children within a classroom environment.	<b>A / I</b>
Experience of using information technology to support pupils in the classroom.	Experience of working in a school or similar educational setting.	<b>A / I</b>
An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016.	Knowledge of the legal and organisational requirements for maintaining health, safety and security in a learning environment.	<b>A / I</b>
Knowledge of the SEN Code of Practice and strategies to support pupils with a range of needs.	Knowledge of strategies to recognise and reward efforts and achievements appropriate to pupils' age and development stage.	<b>A / I</b>
<b>Knowledge &amp; Skills</b>		
Ability to establish positive relationships with pupils and empathise with their needs; demonstrate active listening skills.	Ability to use language and other communication skills that pupils can understand and relate to.	<b>A / I</b>
Ability to provide levels of individual attention, reassurance and help with learning tasks appropriate to pupils' needs, encouraging them to stay on task.	Ability to assist in recording lessons and assessment as required by the teacher; support delivery of learning programmes.	<b>A / I</b>
Ability to consistently and effectively implement agreed	Ability to provide classroom cover – within agreed parameters	<b>A / I</b>

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behaviour management strategies.	– in the absence of the class teacher.	
Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills; offer constructive feedback to reinforce self-esteem.		I
Ability to work effectively and supportively as a member of the school team and apply all relevant school policies.		A/I/T
Good standard of education particularly in English and Mathematics; ability to assist in assessment and record-keeping.		A/I
Ability to monitor pupils' responses to learning activities and modify or adapt them as agreed with the teacher.		I
Good IT skills, including the ability to use technology to support pupils in the classroom.		A/I/T
<b>Personal qualities</b>		
Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils.		A/I
Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets and reputation of the school.	Self-reliant and able to motivate self; embraces change well.	I
Ability to work under pressure and deal calmly with challenging situations; prioritise effectively.		I
Positive, patient and flexible approach with a genuine commitment to supporting pupils with SEN.	Commitment to maintaining confidentiality at all times.	I
Commitment to safeguarding and the welfare and equality of		I

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all pupils; DBS Clearance required.		
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