



JOB Description

SCHOOL: BLUEBELL PRIMARY SCHOOL

TITLE: SEN Teaching Assistant - SRB

GRADE: Scale D (including lunchtime responsibilities)

HOURS: 19.5 hours per week 8:30 -3:30 including 30minutes for lunch.

Term time + 1 week

PURPOSE AND SCOPE

To work under the guidance of a qualified teacher, and alongside teaching assistants, to provide support in addressing the special needs of one pupil in the SRB who needs particular help to overcome barriers to learning. Where possible, to take turns to work with the child, and when not with the child, to work with the larger group of children within the SRB.

ORGANISATIONAL RELATIONSHIPS

- Responsible to the Headteacher but works to and with the SRB lead teacher on a day to day basis.
- Liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.
- Should have regard to the standards, regulations and policies published by the DfES and the Broad Horizons Education Trust in carrying out their responsibilities.

PRINCIPAL ACCOUNTABILITIES or ACTIVITIES

Support for pupils

- Provide specialised support for one SEN pupil with complex needs to access their learning, providing feedback on progress and attainment.

- Follows the recommendations given by Educational Psychologists and written into the EHCP.
- Participate in comprehensive assessment of the pupil and assist the teacher with the development and implementation of their EHCP plan (education, behaviour, support or mentoring)
- Develop professional relationships with the child, informed by knowledge of how best to support SEN pupils, getting to know their unique needs and triggers.
- Provide social and emotional support through discussions and interventions.
- Support the child to make positive behaviour choices, keeping in mind their needs and triggers.
- Under agreed school procedures, give first aid/medicine or assist with programmes of special care such as physiotherapy, or speech therapy, under the direction of the appropriate specialist.
- Promote inclusion and acceptance of the pupil with their mainstream peers.

Support for Teachers

- Assist with the planning of learning activities for the pupil, scaffolded to meet their specific needs.
- Support the pupil's access to learning using appropriate strategies and resources and work with other staff in planning and adjusting learning activities as appropriate.
- Create and maintain a purposeful, orderly and supportive environment, which helps regulate their emotions.
- Monitor and evaluate the pupil's progress, providing assessment information to the teacher, particularly in advance of EHCP review meetings.
- Be responsible for keeping evidence and updating records and contribute to reviews of systems/records as requested.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and child's plan.
- Deal constructively with parents / carers by exchanging information

facilitating their support for their child's attendance, access and learning and supporting home to school and community links.

- Assist in the monitoring of attendance, and look out for any barriers linked to their SEN needs.
- Complete Norfolk Steps training to enable the safe handling of children when necessary.

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting as necessary according to the pupil's needs and EHCP.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils, according to their EHCP.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Establish constructive relationships and communicate with other agencies / professionals in liaison with the teacher, to support achievement and progress of the pupil. This includes Educational Psychologists and the specialist partner teacher.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in relevant meetings as required, such as EHCP review meetings, and participate in training and other learning activities to help best support the child's specific needs.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Support the pupil on visits and trips, by planning in advance for how the trip might need to be adapted to meet their needs.
- To undertake other activities within the grade and scope of the post

as directed by the Head Teacher.

2. PERSONNEL SPECIFICATION

Experience of:	<ul style="list-style-type: none">• Working with pupils of relevant age• Working with children with Autistic Spectrum Disorder, ADHD, and social and emotional challenges.
Qualifications/ Training	<p>Good numeracy/literacy skills</p> <p>NVQ 3 or equivalent in teaching assistant or equivalent</p> <p>First Aid training/training in specific medical procedures</p> <p>Trained in Norfolk Steps</p> <p>Training relevant to working with children with Autistic Spectrum Disorder.</p>
Knowledge/Skill s	<p>Full working knowledge of relevant policies/codes of practice and awareness of legislation;</p> <p>Working knowledge of the National Curriculum;</p> <p>Understanding of principles of child development and learning processes and in particular, barriers to learning.</p> <p>Ability to plan effective actions for pupils at risk of underachieving.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities;</p> <p>Ability to relate well to children and adults;</p>
	<p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p>