

## SEND Teaching Assistant

**Report to:** Assistant Principal  
**Location:** Ventures Academy

### Purpose of the role

To support pupils with Special Educational Needs and Disabilities (SEND) particularly Autism Spectrum Condition (ASC) in accessing the curriculum, achieving their potential, and developing independence in a safe and inclusive learning environment.

### Key responsibilities

#### Support for children's learning

Following work plans approved by the teaching staff, provide direct support for the learning of individual children or groups of children, to achieve defined progression targets in a child's learning plan and in class plans through:

- Activities, interventions, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback to behaviour.
- Provide tailored support to students with Autism Spectrum Condition, both in the classroom and through targeted interventions
- Promote positive behaviour and emotional regulation using consistent, trauma-informed and autism-aware strategies.
- Developing the physical, emotional and educational development of children.
- Assist in the implementation of Education, Health and Care Plans (EHCPs) and personalised learning strategies.
- Support communication and social interaction, using appropriate visual, sensory, and structured approaches.

#### Support the learning environment

Develop work plans, following guidance from the teaching staff, and prepare, store, retrieve, sort and display materials, finished work, equipment, project work and or assignment documents to assist in providing an effective learning environment as determined by the teacher to:

- Contribute to maintaining a safe, structured, and inclusive learning environment.
- Promote the required standards of achievement and performance, including feedback through structured assessment, for individuals and groups within the classroom.
- Support the development of continuous improvement in both personal performances in the job and the work of the team.
- Assist in the development, monitoring, reviewing and progression of children's learning plans.
- Support invigilation and assessment processes, following procedures and under supervision.
- Assist in the supervision of the work of support staff colleagues/placement students, as required and defined by the line manager, to develop continuity and consistency in the work of the support team which achieves the attainment of standards in learning progress by the school required by the Governors, Principal and the Office for Standards in Education (OFSTED).

**Care and support for children**

Attend to the day-to-day needs of children, inside and outside the classroom, by:

- Provision of personal, social, hygiene, welfare and behaviour support for students.
- Intervention to promote the process of individual children in attaining defined goals.
- Promoting effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records to provide the basis for home/school liaison and contacts with other agencies.
- Reporting concerns about progress, identifying solutions, to the teacher
- Assisting educational and therapeutic professionals in their delivery of specialist support programmes.
- Carrying out specified medical care procedures following direct specific training by a qualified practitioner.
- Assisting with the assessment by the teacher of individual children's development through observation, creation and retrieval of records, discussion with colleagues and teachers to promote the social, emotional and behavioural standards defined by Venturers' Academy.
- To promote the social, emotional and behavioural standards defined by Venturers' Academy.

**General Accountabilities:**

- So far as reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Health, Safety and Welfare policy, departmental policies and codes of practice.
- Work in compliance with Codes of Conduct, Regulation and policies of Venturers' Academy and E-ACT and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.
- To cover for absent colleagues as requested.
- To undertake other duties that the Headteachers of the Venturers' Academy may reasonably request.

**Organisation:**

- Promoting and safeguarding the welfare of children and young people within the school.
- To ensure all personal data is processed in line with General Data Protection Regulation.
- Comply with and assist the development of policies and procedures relating to all school and Trust policies including Child Protection, Health and Safety, confidentiality and Data Protection, freedom of information and reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the development and implementation of the overall ethos/work/aims of the school.
- Develop positive relationships and communicate with other agencies/professionals.
- Develop constructive relationships and liaison between managers/teaching staff and associate staff.
- Develop learning relationships with parents/carers.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

## PERSON SPECIFICATION

Whether you are a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to ***think big*** for yourselves and for the world around you;
- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

Thinking Big	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li></ul>
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	<ul style="list-style-type: none"><li>Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"><li>Have integrity and honesty in all that you do</li><li>Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>Take responsibility and ownership for your area of work</li><li>Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li><li>Be transparent and open</li><li>Be resilient and trustworthy</li><li>Stand firm and stay true to our mission</li></ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"><li>Understand how you can have a greater impact as a team than you can as an individual</li><li>Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li><li>Be generous with sharing your knowledge to help to develop others</li><li>Understand and be willing to receive suggestions and input on your area of work from others</li><li>Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>Be aware of other peoples' needs and show an ability to offer genuine support</li><li>Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>

## KNOWLEDGE, EXPERIENCE &amp; SKILLS

## Requirement

## Assessed at

E – Essential

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	TA qualification (Level 2/3)		X	X	X	X
	CACHE Level 3 Award in Supporting Teaching and Learning		X	X	X	X
	GCSE Maths and English minimum grade C /grade 4 or equivalent	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of and compliance with policies and procedures relevant to child protection, health and safety.	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience of supporting children with additional needs	X		X	X	X
	Experience of working with children in an educational setting who have a wide variety of educational needs including Autism Spectrum Condition		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of relevant learning programmes/strategies for children with additional needs	X		X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
	Experience supporting students with EHCPs		X			
Skills	Ability to work with children in both a 1-1 setting and also small groups	X		X	X	X
	Ability to adapt learning materials and support plans	X		X	X	X
	Demonstrable expertise in at least one of the relevant specialist skills areas	X		X	X	X

	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X
	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Flexibility to cope with the diverse needs of the role	X		X	X	X
	Ability to work under pressure and maintain a positive outlook	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X