

# Moulton Primary School

## Person Specification SEN Teaching Assistant: Level 3

You should address each of these sections in: a) letter of application or b) application form

Essential Criteria	Desirable Criteria
<b>EDUCATION AND EXPERIENCE</b>	
<p>Relevant and current experience working in a nursery, primary or infant school setting <b>and</b>            GSCE English and maths grades C - A* (or equivalent qualification demonstrating appropriate level of literacy and numeracy skills)</p> <p>Experience of supporting pupils with Special Educational Needs</p> <p>Good understanding of school policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection</p> <p>Basic knowledge of first aid</p>	<p>NVQ level qualifications, or equivalent, in primary / EYFS / SEN</p> <p>Further GCSEs or higher qualification</p> <p>Specialist skills or training in SEN (SEMH, ASD, ADHD, Dyslexia, speech and language, behaviour management support)</p> <p>Knowledge/experience of KS1/KS2 National Curriculum</p> <p>Paediatric First Aid Trained</p>
<b>JOB RELATED KNOWLEDGE, APTITUDES AND SKILLS</b>	
<p>The ability to communicate effectively both orally and in writing</p> <p>Good personal organisation and ability to show initiative in a range of situations</p> <p>Ability to work independently and as part of a team; some experience of planning as part of a team</p> <p>Ability to work with tact and diplomacy and to interact positively with pupils, parents and colleagues</p>	<p>Good ICT skills</p> <p>Experience of working with parents</p> <p>Experience of working with outside agencies/professionals</p>
<b>PERSONAL QUALITIES</b>	
<p>Hardworking, enthusiastic, committed to improving outcomes for children and self-motivated to continue to develop own skills</p> <p>A commitment to continuing professional development</p>	<p>Willingness to be involved in whole-school life including extra-curricular and fund-raising activities</p> <p>Evidence of sustained participation in INSET</p>

# **Moulton Primary School**

## **Person Specification**

### **SEN Teaching Assistant: Level 3**

To work under the instruction/guidance of teaching/senior staff to undertake work, care and support programmes, to enable access to learning for pupils and to assist in the management of pupils and the classroom. Work may be carried out in the classroom or elsewhere in the school.

#### **Supporting Pupils in the Learning Environment**

1. Deliver and evaluate pre-defined and sometimes specialist work programmes and learning activities to pupils individually in small groups or in classes, to meet the requirements of pupils and the curriculum.
2. A specialist role may conduct comprehensive pupil needs assessments and assist in the planning, development and implementation of individual education, behaviour, support and/or mentoring plans and in the planning and evaluating of learning activities to meet the specialist needs of individual pupils and requirements of the curriculum.
3. Use specialist skills to challenge and motivate pupils in the learning environment to promote independence and self-reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils.
4. Assist with the supervision of pupils and plan activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
5. May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.

#### **Providing Personal and Welfare Care**

1. Provide pastoral and behavioural support where appropriate and assist in the development of and implementation of social and the supervision of pupil to ensure that the schools health, safety and behaviour policies are maintained.
2. Assisting the school welfare staff in providing support to the child whilst the member of staff carries out medical procedures so that the schools health, safety and behaviour policies are maintained.
3. Deal promptly with conflict using a range of communication techniques and specialist skills to encourage all pupils to take responsibility for their own behaviour and promote independence.
4. To care for a sick or injured child referring them when necessary to the school welfare staff and accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

#### **Administrative Support**

1. Provide clerical and other support to meet service delivery requirements (for example administering coursework, production of work sheets).
2. Supervise pupils on visits, trips and out of school activities as required to meet service delivery requirements.
3. Administer and assess routine tests, invigilate exams and undertake marking of pupils work to meet requirements of pupils and the curriculum.
4. Support pupils during tests and exams eg amanuensis.

#### **Teamwork**

1. Contribute to team development activities and assist in the supervision, training and development of less experienced colleagues to support the achievement of individual and team performance and development objectives.
2. Build and maintain positive working relationships with pupils, parents, carers, colleagues and professionals, to communicate internally and sometimes externally on pupil progress and maximise pupil development and maintain the overall ethos of the school.
3. Be involved with other agencies to ensure consistency in communication with pupils.

4. Observe/use awareness of behaviour, knowledge of a range of different behaviour management and communication strategies. Adapt existing strategies/methods as necessary and use specialist skills and complex communication strategies to actively diffuse/deal with disruption by pupils in class.

#### **Working with resources and Information**

1. Contribute to and may co-ordinate the resource ordering process particularly in a specialist area to ensure the timely availability of resources to meet the requirement of the curriculum.
2. Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.
3. Monitor, observe, evaluate, record and report with appropriate evidence to teacher, including feedback to pupils, and participate in the gathering of information, completion of pupil profiles and records of attainment to maximise pupil development.
4. May participate in the monitoring and review of pupil progress to assist in the setting of individual educational plans and personal attainment targets for pupils.

#### **Additional Work Elements**

- Physical effort is required throughout the day when attending to pupils personal care needs and assisting pupils with mobility equipment such as using wheelchairs and/or hoists. This work is undertaken in accordance with health and safety policies and procedures.
- May experience regular physical and/or verbal abusive behaviour from some pupils. Where required, and suitably trained uses appropriate physical restraint techniques in accordance with policies and procedures.
- Works in an environment where at times throughout the day they experience unpleasant elements such as bodily fluids.
- All 24 tasks as outlined in the National Agreement (2003) can be included in the jobs staff are expected to complete.
- Providing cover to classes across the school if necessary for short periods of time (half a day or less with the support of the parallel year group teacher and plans provided for non-specialist tasks).
- Carrying out project work with children/adults or supervision of teams working on discrete tasks e.g. clearing an area of school, creating a garden area, promoting recycling in school.
- Providing pastoral and behavioural support e.g. Kind hands and feet, Peer Mentor Squads, mentoring provision and behavioural, emotional and social interventions where appropriate.
- Assisting in the supervision of children to ensure that the school's health, safety and behaviour policies are maintained (for example detention duty, door and gate duties, morning door duties)
- Dealing promptly with conflict by following the school's behaviour policy and using specialist skills to encourage all children to take responsibility for their own behaviour and promote independence.