

Job Description – SEND Teaching Assistant

Report to:	SENCO
Responsible to:	The Headteacher and Governing Body

Purpose of the Post

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff and in line with school policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Duties and Responsibilities

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement Individual Student Support Strategies / Plans
- Contribute to the Assess – Do – Plan- Review cycle including annual reviews
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Actively participate in identified programmes and develop strategies to help students to develop behaviours for learning and emotional resilience
- Provide feedback to pupils in relation to progress and achievement

Support for Teachers

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, collaborate with teachers to plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests for students in JBIC
- Production of lesson plans, worksheet, plans etc. for interventions with individual students or groups

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver approved strategies e.g. literacy, numeracy, behaviour and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Work closely with the relevant Specialist TAs to provide appropriate support for individual students and provide information to subject teachers

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with parents, other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver / support out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Undertake necessary first aid training and administering medication training to support students with medical needs

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.

Person Specification

Please note: *All criteria below are essential.*

Criteria	Qualities
Qualifications, Knowledge, Training & Experience	1. NVQ level 3 for Teaching Assistants, or other relevant qualification or experience. 2. 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, maths English CACHE, ELKLAN. 3. Good general education up to at least GCSE Grade B or equivalent in Maths and English. 4. Knowledge of basic First Aid procedures or willingness to be trained 5. Previous successful experience in working with students aged 11 – 18 with complex SEND
Personal Skills & Qualities	6. Can use ICT effectively to support learning 7. Full working knowledge of relevant policies/codes of practice/legislation 8. Working knowledge and experience of implementing relevant learning programmes/strategies 9. Good understanding of child development and learning processes 10. Understanding of statutory frameworks relating to teaching and learning 11. Good organisational skills 12. Ability to support colleagues to develop their own Inclusive practice 13. Constantly improve own practice/knowledge through self-evaluation and learning from others 14. Ability to relate well to children and adults 15. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position 16. Understand procedures relating to confidentiality

General	17. Demonstrate a commitment to equality 18. Understanding of Health & Safety 19. Understand and implement child protection procedures 20. Understand procedures and legislation relating to confidentiality 21. Be prepared to develop and learn in the role and attend any relevant training and gain any relevant qualifications
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