

SEND TEACHING ASSISTANT JOB DESCRIPTION

| Employment details | |
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| Job Title: | SEND Teaching Assistant |
| Grade: | 3 to 6 |
| Reports To: | Class Teacher / Phase Leader / Headteacher |
| Job Purpose: | To work with the SENDCo as part of a professional team to support teaching and learning for pupils with additional needs. Providing learning support to pupils who need particular help to overcome barriers to learning such as those with difficulties acquiring maths and English skills including speech and language under the direction, guidance and direct supervision of the SENDCo. |
| Main duties and responsibilities | |
| Work with individuals or small groups under the direction of the SENDCo to deliver interventions/learning programmes to support pupils to acquire maths and English skills including speech and language across Key Stages 1 and 2. | |
| To keep and update accurate developmental records as required - feedback, observations, books, learning journals, information, data and reports. | |
| Support pupils to understand instructions and develop their independent learning skills. | |
| Provide specific interventions for individuals and groups of pupils under the professional direction and supervision of the SENDCo differentiating and adapting learning programmes/interventions to suit the needs of allocated pupils. Example interventions are Precision Teaching, SpLD Base Learning Programmes, Speech and Language Therapy, Toe by Toe, Plus One, Breaking Barriers to Numicon, FFT, Magic Spells, Reading Revival, Blanks etc. | |
| Plan and evaluate specialist learning activities with the SENDCo. | |
| Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the SENDCo to achieve the intended learning outcomes. | |
| Create resources to support learners with SEND under the guidance of the SENDCo for use in the intervention or for consolidation in home or in class e.g. Flash Cards, Visuals, Busy Boxes, Now/Next boards, positive books etc. | |
| Attend specific intervention training as available and appropriate. | |
| Liaise with the teacher and SENDCo regarding the progress of the pupils in the interventions and report on impact. | |
| Keep planning and attendance records. | |
| Support teachers to give new targets for the support plan based on the progress of the pupils worked with on request. | |
| To work within agreed timetables of school and pupil activities and to maintain all appropriate written records as necessary and as directed. | |

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| Follow the advice of external advisors on specific interventions as appropriate and ensure that it is implemented consistently e.g. SpLD Base Learning Programmes, Speech and Language Therapy Plans. |
| Select and adapt appropriate resources/methods to facilitate agreed learning activities. |
| Consistently and effectively implementing agreed behaviour management strategies. |
| To collaborate with staff across the Inclusive Multi Academy Trust, sharing ideas and best practice. |
| Establish and maintain relationships with families and carers and other adults. |
| To collaborate with staff across the Inclusive Multi Academy Trust, sharing ideas and best practice. |
| Provide on-going, holistic social/emotional /mental health support to children, parents and staff whilst embedding the Nurture Principles across the school. |
| Maintain high standards in your own attendance and punctuality. |
| Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff must make sure their approach is child centred. This means that they must, at all times, do what is in the best interests of the child and follow the guidelines set out in 'Keeping Children Safe in Education'. |
| Any other duties as deemed appropriate to the post under the direction of the SENDCo. |

Person specification

| | Essential | Desirable |
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| Qualifications and experience | <ul style="list-style-type: none"> • NVQ level 2 in numeracy & literacy (or equivalent) • Relevant NVQ Level 3 (if in EYFS) • Level 1 Safeguarding • Willingness to undertake CPD • Current DBS | <ul style="list-style-type: none"> • Previous experience of working with children with SEND • Previous experience of delivering interventions to children either on a 1-1 basis or as a small group. • Experience of working as part of a team • Additional SEND training • Previous experience of working with external advisors and parents |
| Knowledge and skills | <ul style="list-style-type: none"> • Understanding of health and wellbeing, safety and child protection • Awareness of data protection and confidentiality • Computer literate and proficient (E mail, word processing, spreadsheet) • Understanding of the School ethos and values • Effective oral and written communication skills | <ul style="list-style-type: none"> • First aid skills • Pediatric First Aid (if in EYFS) • Working knowledge of social media • An understanding of how a pupil's learning develops • A passion for and understanding of the principles of nurture • Proficient with school online systems: SIMS, CPOMS |

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| Personal qualities | <ul style="list-style-type: none"> • High standards in your attendance and punctuality • Ability to work in a team • A flexible approach • Problem Solving • Active Listening • Organised • Motivated to support children • Managing Relationships • Resilience • Possess high levels of emotional literacy • Approachable and nurturing personality • Enthusiastic and positive attitude | <ul style="list-style-type: none"> • Self-confidence • Ability to relate well to other professionals • Good sense of humour • Community facing |
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This job description has been written by the Inclusive Multi Academy Trust in conjunction with the headteachers of each school. This will be reviewed annually to reflect the plans, growth and development of the school, Trust and education system. As part of the yearly performance development cycle this will be signed by the staff member and their line manager.

SEND Teaching Assistant:

Line manager:

Date: