



Job Title: Special Needs Level B Teaching Assistant JD
Grade: 9

Post Number:

Responsible To: Phase Leaders and Lead of Interventions

Responsible For: Mentoring pastoral/TA's

Key Relationships/ Liaison with: Teachers, Curriculum Leaders and SENCO

A Senior SEN Level 3 TA will work under the direction and supervision of a teacher to contribute to the planning, delivery and evaluation of learning activities for whole classes, groups and individual students. Specified work may be delivered to whole classes, without the presence of a teacher, on an ongoing basis as part of routine timetabling (e.g. PPA provision) and/or on a more ad hoc basis as part of the schools strategy for planned absences of up to 3 days.

Job Purpose:

A Senior SEN Level 3 TA will also routinely undertake additional responsibilities such as: full line management responsibility for classroom support staff; lesson planning (in consultation with teachers); assisting in report writing; and contributing to strategic development as a member of the senior leadership team.

Due to the complex and often challenging nature of our children, there is an expectation that all staff contribute to the shared responsibility and care of our learners. At times this will present situations and behaviour that is significantly different to a mainstream setting, this may include but is not exhaustive:

- Students have severe social, emotional and mental health difficulties with resulting significantly challenging behaviour.
- Students require constant supervision to ensure their own safety and that of peers and/or adults with positive, restrictive intervention strategies or positive handling techniques.
- Students may exhibit very provocative, aggressive and confrontational behaviour which can include verbal and physical aggression towards peers and staff, this can be unpredictable.
- Behaviours associated with mental health disorders demonstrated e.g. moderate/severe anxiety/depression, suicide ideation, deliberate self-harm, eating disorders, psychotic symptoms that are having a significant impact upon daily functioning and therefore require involvement from mental health professionals

MAIN DUTIES AND RESPONSIBILITIES:

1. To contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on student engagement and achievement.

2. To contribute to the planning, delivery and evaluation of learning activities for groups and individual students, planning your own role promoting effective teaching and learning for all students who have SEN disabilities and / or complex needs
3. To devise, organise and manage clearly structured learning activities for individuals, groups and whole classes, that interest and motivate students and advance their learning, removing barriers to learning, monitoring responses and modifying your approach accordingly.
4. To organise and manage learning activities in ways which keep learners safe, and enable students to access learning outside of the conventional teaching environment, e.g. homes and community settings.
5. To promote and support the development of student's self-reliance, self-esteem and emotional resilience and enable families to understand and meet the educational needs and welfare of their children: students ranging from 0-19 yrs (as appropriate)
6. To monitor and evaluate learner's progress using a range of assessment techniques, to provide focused support and feedback.
7. To support the physical, intellectual, emotional and social development of students, contributing to planning and facilitating children and young people's learning and development. To apply their knowledge and understanding of a relevant area of the curriculum, age range or SEN, in supporting all students
8. To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
9. To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting teaching and learning.
10. Works in partnership with teaching professionals educational specialists, advisors, psychologists, speech and language therapists, etc, Managing 1-1 learning activities in the child's home environment after joint initial assessment with the specialist Teacher, Educational psychologists, Health visitors e.g. to share information, agree/organise visits or seek advice.
11. To support students to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
12. To prepare and utilise ICT resources to support your professional activities and to advance students' learning.
13. To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities.
14. Having regard to equality of opportunity, to provide care and encouragement to all students, planning for and supporting their participation in structured and unstructured activities (timetabled and during breaks if required) and liaising, if required, with parents / carers / other professionals as appropriate.
15. To provide support for bilingual / multilingual students if required.
16. To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions.
17. To assist with the maintenance and analysis of student record keeping systems, including recording agreed updates to individual records.

18. To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
19. To supervise a whole class for not more than 3 days in the event of the unplanned absence of the teacher, ensuring that the students are engaged in work and activity as set by a teacher, and managing any behaviour issues that may arise in accordance with school policy.
20. To advance the learning of a whole class for not more than 3 days in the event of the planned absence of the assigned teacher, ensuring that the students are engaged in appropriate learning activities and managing any behaviour issues that may arise in accordance with school policy.
21. To have responsibility for the day to day management of other Teaching Assistants and Learning Support Assistants in order to develop their working practices, support them in identifying their own learning needs and help provide opportunities to address these needs as appropriate.
22. To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.
23. To contribute to the development and review of policies and practices relevant to classroom support staff.
24. Liaises with parents/carers as required for students learning and for SEN regular reviews /new admissions testing/criteria for SEN register inclusion, preparing reports, making, monitoring and updating passports for all students etc..
25. To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the student to attend school more regularly.
26. To support, as appropriate, in instances where students are unwell whilst at the school.*
27. Works without the need for close supervision. Chooses from a range of strategies and interventions the most suitable for the individual student's need.
Takes lead responsibility for coordination of a school/home/ activity e.g.
 - student induction
 - First Aid/administration of medication.
 - Parent visits/appointments.

In addition to the above, the the Level 3 SEN TA will routinely undertake some or all of the following:

28. To take full line management responsibilities for a number of classroom support staff, including (for example): undertaking performance reviews; recruitment; induction; training and development.
29. To lead extra curricular activities related to personal strengths and interests, which support or enhance teaching and learning delivered during the school day.
30. To assist the assigned teacher(s) in the preparation of end of year reports for parents.
31. In consultation with a designated teacher, to plan and deliver lessons in a specified subject across the school, in accordance with the teacher's medium and long term plans, providing feedback to both the designated teacher and the students' class teacher on engagement, performance and progress.

32. Recommends to teachers when parent/carers or student's need further specialist help, e.g:
- Referrals and sign posting to other agencies.
 - Recommends relevant training to parents to enable them to better support their child's area of need.
 - Decides and prepares resources needed for home teaching.

Must be able to make value judgement on when to intervene using calming strategies and restraint in relation to behavioural issues and administration of emergency medication such as Buccalam (emergency epilepsy medication) in emergency situations in the absence of parent or school nurse/medical professional and with parental permission.

33. To organise cover for absent colleagues (teachers or support staff), for planned and unplanned absences.
34. To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
35. To escort and supervise students on educational visits and out of school activities, ensuring their health, safety and well-being.
36. To attend SLT meetings to input to inform relevant aspects of strategic development

* first aid should only be provided by staff who hold appropriate first-aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



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	Essential	Desirable	How assessed
<u>Qualifications</u> <ul style="list-style-type: none"> Level 2 qualifications in maths/numeracy and English/literacy Recognised team leadership qualification at level 3. 	✓	✓	App/Doc App/Doc
<u>Experience</u> <ul style="list-style-type: none"> Experience of supporting planning, evaluation and delivery of learning activities for children and young people in a formal setting. Experience of first level line management / team leadership. 	✓ ✓		App/Int/ Ref App/Int/ Ref
<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge of child protection, health and safety procedures and their application in a school setting. Awareness of a range of frameworks that support the education, development and well-being of children. 	✓ ✓		App/Int/ Ref App/Int/ Ref
<u>Skills/Attributes</u> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to effectively manage student behaviour in accordance with school policy and procedure. Ability to work effectively as part of a team. 	✓ ✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref Int/Ref
<u>General Circumstances</u> <ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int

	Essential	Desirable	How assessed
<u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)