



School Support Staff	
Post	SEN Teaching Assistant (1:1 Support)
Grade	NJC Scale Point 5 - 6

Job Purpose
To support the school in its development and education process by providing care and supervision to all children, including those who have special, physical, emotional and education needs, promoting positive behaviour and developing positive relationships.

Main Duties and Responsibilities
<ul style="list-style-type: none"> • Under the guidance of the teaching / senior staff with an agreed system of supervision: • Assist the class teacher and SENDCo in carrying out an appropriate planned programme to work to meet the needs of the particular child enabling them to reach full potential. • Assist with the integration of children with additional needs, some of which may be very challenging, into the rest of the class. • Encourage and support the learning process of the child/ren both on a one-to-one basis and also within a group. • Assist with the monitoring of the child's performance and to report progress. • Work alongside the school SENDCo and other members of the team in planning and delivering relevant interventions while monitoring and feeding back on progress. • Provide feedback to enhance self-esteem and to encourage acceptable behaviour from the supported child. • Care for the safety, welfare and hygiene of the child. • Liaise effectively with the SENDCo and school staff. • Assist the teacher in the development & implementation of individual Education/ Behaviour Plans and Personal Care Plans for individuals and groups of children. • Cover, as required, for absent colleague within your team. • Support the SENDCo with displays and organisation of resources in the school's nurture spaces. • Participate in personal and professional development activities to meet the changing demands of the job and encourage and support other staff in their development and training. • Attend professional learning sessions with teachers where relevant. • Assist the teacher with the planning of learning activities in the classroom, preparing or modifying work for individuals or group of pupils as directed. Use

strategies in liaison with the teacher, to support pupils to achieve learning goals.

- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Prepare and maintain equipment and teaching resources for lessons and activities.
- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise.
- Ensure that pupils are able to safely use equipment and materials provided.
- Provide support for local and national learning strategies.
- Assist with the implementation of programmes designed by other professionals such as education psychologists and speech and language therapists.
- Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Assist the teacher with administration of baseline tests.
- Support the ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.
- Provide support to the classroom teacher by undertaking photocopying and filing.
- Assist at an appropriate level, and within the school's procedures, with the provision of general care and welfare of pupils which may include:
 - Assist with the personal hygiene routines e.g. toile training, changing if incontinent children, dressing and undressing.
 - The changing of soiled clothing and its disposal in an appropriate way
 - Assisting with children's injuries and where appropriately qualified, administering first aid
 - Assist with the administering of medicines under the direction of appropriate medical staff.
 - Assist with the identification and monitoring of children's general health and welfare.
- Be aware of and comply with policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall values of the school.
- Assist with the supervision of pupils outside of lesson times, including lunchtime.
- Assist with the group activities within and away from the classroom/school, such as PE, swimming and educational visits.
- Assist the teacher in supporting volunteer helpers or students in the classroom.
- Cover half an hour lunch break with children.

Decision Making

This work is covered by clearly defined rules and procedures. The jobholder may make decisions in relation to routine problems which may arise whilst supervising children e.g. child sickness, children having difficulties with activities and requiring additional support, noting concerns and deciding whether or not refer these on to the teacher.

Resources

The jobholder is required to use resource with care but is not personally accountable for the security of physical or financial resources.

Working Environment

The job involved some lifting, pulling and stretching. The work is undertaken both indoors and outdoors – activities could take place on the playground and specific outdoor provision areas as well as on trips and outings. The jobholder will encounter members of the public, visitors to the school, contract staff, students etc during the course of their duties.

Knowledge and Skills

The jobholder needs a good standard of knowledge and skills in all areas of the curriculum.

Other Duties

The jobholder may be required to perform duties other than those give in the job description. Particular duties and responsibilities may vary from time to time without changing the overall level of responsibility. Such variations are a common occurrence and would not justify a re-evaluation of the post. However, in cases where a permanent and substantial change in duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the posy would be eligible for re-evaluated.

Person Specification

SUPPORT STAFF – SEN Teaching Assistant (1:1 Support)		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good standard of education, particularly in English and Maths • Willing to undertake further professional development 	<ul style="list-style-type: none"> • Level 3 Teaching Assistant Qualification • Team Teach Training • First Aid Qualification • Safeguarding Training • Maths and English GCSE or equivalent
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working with young people • Experience of working with SEN • Experience of working with a cross-section of people • The ability to provide engaging 1:1 support • Knowledge of working with children with communication needs using appropriate resources 	<ul style="list-style-type: none"> • Previous classroom experience • Experience of working with children with communication needs • Experience of using IT to support students in the classroom
Personal Qualities	<ul style="list-style-type: none"> • Excellent inter-personal and communication skills • Ability to work as part of a team. • A calm and professional approach particularly with SEN students • A good sense of humour • Integrity and • Methodical and organised working methods with good time management • A positive attitude towards supporting pupils. • Smart appearance • Maintain confidentiality 	