



JOB DESCRIPTION

Job description: SEN teaching assistant (TA) and Lunchtime Supervisor

Castlemorton CE Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: SEN teaching assistant (TA) and Lunchtime Supervisor

Salary: TA 2 Point 5 (TA) and Lunchtime Supervisor

Hours: 21.5 hours per week TA and 5 hours per week Lunchtime Supervisor

Contract type: Temporary open ended child related

Reporting to: Headteacher

Main Purpose of the Role

To support the learning, development, and well-being of a pupil with identified Special Educational Needs within the mainstream classroom and through specific interventions as needed. The role also involves contributing to the wider success of the whole class by providing general support to the class teacher and pupils.

Duties and responsibilities

Supporting pupils

The teaching assistant (TA) will:

- Work under the direction of the class teacher and SENCO to implement specific strategies and targets from Individual Support Plan (ISP), Education Health and Care Plan (EHCP) or other personalised plans.
- Provide tailored support during lessons, ensuring access to the curriculum and promoting independent learning where appropriate.
- Support with speech, language, and communication, social interaction, emotional regulation, and academic learning as required.
- Facilitate participation in classroom activities, small group work, and playtimes.
- Assist with the preparation and adaptation of learning materials.
- Monitor and record progress against targets, providing regular feedback to the class teacher and SENCO.
- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs

- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist the teacher in delivering high-quality teaching and learning to all pupils.
- Work with small groups of pupils or individuals to reinforce teaching objectives and scaffold learning.
- Promote positive relationships with all pupils and encourage an inclusive and supportive classroom environment.
- Support with classroom routines, transitions, and behaviour management.
- Assist with the preparation of classroom resources and the organisation of displays.

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use IT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Monitor, record and report on progress and attainment
- Supervise a class if the teacher is temporarily unavailable
- Contribute to the overall ethos, aims and work of the school
- Undertake any other relevant duties given by the class teacher or SEN co-ordinator (SENCO)

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

- Attend relevant training and professional development sessions, especially in areas related to SEN and inclusive practice.
- Participate in regular team meetings and contribute to the review of Ari's progress.
- Follow all school policies, particularly those related to safeguarding, behaviour, and equal opportunities.
- Communicate effectively with teachers, parents, and external professionals as appropriate.
- Maintain confidentiality at all times.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Lunchtime Supervision

- Work as part of the lunchtime team to set up tables and serve lunch
- Supervise children on the playground or field during lunch break

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths is essential • TA qualification is desirable
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting is desirable • Experience working with children / young people with special educational needs (SEN) is desirable • Experience planning and delivering learning activities is desirable
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills are essential • Good organisational skills are essential • Ability to build effective working relationships with pupils and adults is essential • Knowledge of how to help adapt and deliver support to meet individual needs is desirable • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils is desirable • Excellent verbal communication skills are essential • Ability to work as part of a team and to be flexible in their approach to daily routines is essential • The ability to remain calm in stressful situations is essential • Knowledge of guidance and requirements around safeguarding children is desirable (training will be given before starting the role) • Good IT skills, must be able to use email, Word, Excel and PowerPoint confidently
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children is essential • Sensitivity and understanding, to help build good relationships with pupils is essential • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school is essential • Commitment to maintaining confidentiality at all times is essential • Commitment to safeguarding pupil's wellbeing and equality is essential • Resilient, positive, forward looking and enthusiastic about making a difference is essential • Capacity to inspire, motivate and challenge children and young people is essential

Notes:

This job description may be amended at any time in consultation with the postholder.