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| Post Title | Teaching Assistant (SEND) |
| Post Ref No. | LPTASEND |
| Responsible To | Assistant Headteacher |
| Grade | Grade 5 |

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| Main Purpose | <ul style="list-style-type: none"> To enhance the learning of students who have a wide range of learning needs. To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the academy. To be adaptable, have empathy and follow the academy behaviour policy. Using specialist experience and knowledge assist the teacher in planning for inclusion including the preparation of differentiated resources. |
| Support for the pupil | <ul style="list-style-type: none"> To act as a Keyworker to coordinate communication regarding individual student needs ensuring changes and additions to support strategies are cascaded efficiently to relevant teaching and support staff. Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities. Establish constructive relationships with students and interact with them according to individual needs, acting as a role model and setting high expectations. Promote the inclusion and acceptance of students. Encourage students to interact with others and engage in activities led by the teacher. To set high expectations for participation, learning and behaviour in and out of the classroom, assisting with resolving the behavioural and emotional needs of children. Provide feedback to students in relation to progress, achievement and next step targets. Participate with students in 1:1, in groups or classroom situations. Use specialist skills, training and experience to deliver and monitor individual programmes, reporting to Principal Keyworkers and Learning Support Team Leader as appropriate. Collaborate with key staff on the development and implementation of individual educational / behavioural plans and personal care plans. To follow Passport provision guidance and strategies. To assist in the personal care needs of students with physical difficulties. To assist with the medical needs and intimate care of some students when needed. To accompany students on organised academy visits as appropriate. Undertake planned supervision of students out of academy hours learning activities, including residential visits. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Support for the Teacher</p> | <ul style="list-style-type: none"> • To develop a mutually supportive relationship with teaching staff. • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students work. • To be involved in collaborative planning with teaching staff to ensure effective use of support. • To advise the teaching staff on the individual needs of particular students • To be involved in target setting meetings for students Passports • To deliver the identified support in 1:1 and classroom situations • Monitor and evaluate student’s responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. • Provide objective and accurate feedback and reports as required e.g. to the teacher of students achievement, progress etc., to the Keyworker for the Annual Review process • Collate and record evidence of progress as appropriate. • Be responsible for keeping and updating records and contributing to reviews of systems/ records as requested. • Use specialist skills, training and experience to assist with the teaching and learning of students, recognising and responding to their individual needs. • Assess the needs of students and use detailed knowledge and specialist skills to support students learning. • Advise on appropriate deployment and use of specialists aids, resources and equipment • To work collaboratively with the teacher in implementing the academy’s behaviour and consequences system and encourage students to take responsibility for their own behaviour. • Provide exam access support • Contribute to meetings with parents and other professionals |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Support for the Curriculum</p> | <ul style="list-style-type: none"> • Implement agreed learning activities/ teaching programmes, adjusting activities according to student responses • Help students to access learning activities through specialist support • Undertake programmes linked to local and national learning strategies e.g. KS3, literacy, numeracy, progress, feeding back to the teacher • Support the use of ICT in learning activities and develop students competence and independence in its use, including the use of specialist programmes • Determine the need for, prepare and maintain general and specialist equipment and resources • To attend departmental meetings where there are relevant agenda items • To be involved in working groups where appropriate |

Support for Academy

- To abide by the SEND policies and procedures
- To attend relevant INSET
- To attend weekly LSTA meetings to develop and disseminate good practice.
- Attend Staff Briefings/Meetings where appropriate.
- Participate in training and other learning activities and performance development as required
- Contribute to the overall ethos/work/aims of the academy
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Other duties as required in support of the academy within the scope of this post.

| | Essential | Desirable |
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| Qualifications/Training (Competencies) | <ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants or • NVQ Level 3 Childcare in Education or • Other qualification or experience deemed to be equivalent • English and Maths GCSE grade C/4 or equivalent | <ul style="list-style-type: none"> • Additional specialist qualification in Education • Training in relevant strategies e.g. literacy, particular curriculum or learning area plan may be sought |
| Relevant Experience | <ul style="list-style-type: none"> • A minimum of 2 years recent, relevant experience, which demonstrates the post holder has applied a wide range of strategies supporting pupils in and out of the classroom setting. | <ul style="list-style-type: none"> • Experience of working in a classroom as a teaching assistant • Experience of working in a classroom setting |
| Knowledge | <ul style="list-style-type: none"> • Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of pupils. • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies • Awareness of practices and procedures within education relating to the welfare, safety and education of children • Understanding of principles of child development and learning processes | <ul style="list-style-type: none"> • Knowledge of other services to young people other than education |
| Skills | <ul style="list-style-type: none"> • Ability to self-evaluate learning needs and actively seek learning opportunities | <ul style="list-style-type: none"> • First Aid qualification • Can use ICT effectively to support learning |
| Personal Skills | <ul style="list-style-type: none"> • Ability to relate well to children and adults • Able to work constructively as part of a team, understanding classroom | |

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| | <p>roles and responsibilities and own position within these</p> <ul style="list-style-type: none"> • Able to prioritise tasks and act on own initiative • Able to motivate and encourage students to develop to their full potential | |
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| ADDITIONAL INFORMATION | <ul style="list-style-type: none"> • Requirement for some out of school activity, working additional weeks during school closures to support specific activities or events as appropriate • It is the practice of this school periodically to examine employees’ job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school’s aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation. • All external appointment are subject to Cumbria Education Trust’s standard probation periods and assessment |
| SAFEGUARDING | <p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p> |

<https://www.cumbriaeducationtrust.org/>