

Job Description and Person Specification

Job title	Teaching Assistant with SEND Responsibilities
Reports to	Assistant head for inclusion
Permanent or fixed term?	[Fixed term]
School	[Glenleigh Park Primary Academy and Nursery]
Location	[Gunters Lane, Bexhill-on-Sea, East Sussex, TN39 4ED]
Grade	East Sussex single status, grade 3, scale point 7
Hours	32.5hrs per week
Working weeks	[Term time only plus INSET days]

Job description

Role purpose

To contribute to a wide range of teaching and learning activities to support a pupil(s) with additional needs to achieve their greatest potential. This role assists in promoting the best possible outcomes in terms of wellbeing, learning and personal development of all pupils. This role may work with one pupil, or a range of pupils, across the school, as needs dictate.

Key tasks

- Use specialist skills in learning and behaviour to support and enhance pupils' learning and contribute effectively and with confidence to the pupil(s) whom you support. This may include:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is/are able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to their needs
 - Supporting in specific areas that require improvement/development, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting etc
 - Using praise, commentary and assistance to encourage the pupil(s) to stay on task
 - Providing additional nurture to individuals when requested by the teacher or SENCO
- Monitor pupils' responses to learning tasks and modify your approach accordingly
- Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
- Determine the need for, prepare, maintain and assist with the preparation of learning resources
- Promote high standards of English and Maths
- Undertake marking of pupils' work and accurately record achievement and progress
- Liaise sensitively and effectively with parents/carers, recognising their roles in pupils' learning
- Support identified child/ren at break and lunchtime duties
- Be involved in extra-curricular activities, such as trips, visits and clubs and assist with special school events, for example sports days and open days
- Support the child's medical needs by providing intimate care as necessary on a daily basis
- Where appropriate, be confident in, and be able to apply positive handling techniques
- Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem

- Carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills and provide this feedback to the teacher/SEND/CO, including feedback on the effectiveness of the behaviour strategies adopted
- Assist in the development and implementation of individual support plans and risk assessments
- Feedback any significant incidents to the teacher to ensure that the parent/carer partnership is effective
- Provide an environment that is safe and conducive to high-quality learning, built on mutual respect
- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with
- Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour
- Promote and role model acceptance and inclusion of pupils with SEND/SEMH, encouraging pupils to communicate in an appropriate and acceptable manner
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures

Support of Colleagues

- Work proactively and collaboratively with other members of the staff team

Self-Development

- Attend staff and team meetings as required
- Participate in training and other learning activities offered by the school
- Improve own practice, including through observation, evaluation and discussion with colleagues

Legislative and Procedural Compliance

- Maintain confidentiality on all school matters at all times
- Follow all legislation and best practice relevant to your role
- Follow all school and Aurora Academies Trust policies, procedures and guidelines

Safeguarding and Child Protection

- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
- All staff must comply with the school's Safeguarding Policy
- If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of our pupils, these concerns must be reported immediately in accordance with the policy
- It is a requirement of the role that appropriate safeguarding and child protection training is undertaken
- A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)

The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time it was drawn up. Such duties 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, of themselves, justify a reconsideration of the grading of the post.

Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.

Person specification

Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications		
NVQ Level 2 for Teaching Assistants, in Childcare or in Playwork, or equivalent	D	C
GCSE level 4 or above in English and Maths, or equivalent	E	C
Experience		
Previous experience in a similar role	D	A
Experience of using Makaton/sign language to communicate	D	A
Experience of working with pupils on the Autism Spectrum	E	A
Experience of working with pupils with complex needs	D	A
Experience of establishing positive relationships with children and/or young people	E	I
Experience of working as part of a team	E	I
Skills		
Ability to use language and other communication skills that pupils can understand and relate to	E	I
Ability to demonstrate active listening skills	E	I
Ability to consistently and effectively implement agreed behaviour management strategies	E	I
Ability to provide levels of individual attention, reassurance and support with learning tasks, relevant to the pupils' needs	E	I
Ability to monitor pupils' responses to learning activities and, where appropriate modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcome	D	I
Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	D	I
Ability to create and maintain high-quality and accurate records	E	I
Ability to offer constructive feedback to pupils, to reinforce self-esteem	E	I
Ability to remain calm and patient under pressure, whilst working to deadlines	E	I
Ability to work effectively and supportively as a member of the school team	E	I
Ability to work in an organised and methodical manner	E	I
Knowledge		
Knowledge of, or willingness to learn, the legal and organisational requirements for maintaining health, safety and security of yourself and others	E	I
Knowledge or awareness of the SEN Code of Practice	D	I
Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	D	I
Attributes		

Display a commitment to, and an ability to contribute to, the protection and safeguarding of children and young people	E	I
A commitment to giving pupils and families the opportunity to reach their full potential	E	I
A passion for working with and supporting children and/or young people	E	I
Model behaviour, attitudes and dress that set the best possible example to pupils	E	I
Other		
Ability to maintain confidentiality on all school matters	E	I
Ability to create and maintain an appropriate environment which ensures the safety of all users of the school	E	I
Willingness to participate in further training and development opportunities offered by the school, Aurora Academies Trust and the county	E	I
Flexibility in the approach to work and the demands of the post and to be adaptable to the changing circumstances of the school	E	I
A commitment to the school's vision, values and ethos	E	I
A commitment to Aurora Academies Trust vision, values and ethos	E	I