

Job Description

POST TITLE:	SEND Teaching Assistant (Level 3)
STATUS:	Permanent, Term Time, 36 hrs pwk
SALARY:	Scale 5
LINE MANAGER:	Higher Level Teaching Assistant (HLTA)

Purpose of the post:

To work under the instruction/guidance of the Lead Practitioner for Inclusion, HLTAs and other teaching/senior staff, within an agreed system of supervision and complement the professional work of teachers by taking responsibility for agreed learning activities. To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.

This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

DUTIES AND RESPONSIBILITIES

Direct Responsibilities:

1. Support for Pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

2. Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' 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, to the teacher, Lead Practitioner for Inclusion and HLTAs on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed.
- Liaise with Literacy or Numeracy Co-ordinator, subject teachers and Inclusion staff.
- Administer and assess routine tests.
- Provide general clerical/administrative support e.g. produce worksheets for agreed activities.

3. Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

4. Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, HLTAs and Lead Practitioner for Inclusion, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Be willing to undertake first aid training and once qualified to administer on a rota basis first aid to staff and pupils.
- Be willing to act as a fire marshal.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date

SEND Teaching Assistant

PERSON SPECIFICATION SEND Teaching Assistant (Level 3)

Qualifications	Rating	Shortlisting Criteria
At least intermediate level qualifications such as GCSE A* - C in mathematics and English or NVQ level 2 and willingness to work towards advanced or level 3	E	X
Experience		
Previous experience of working within a secondary school special needs	E	X
Experience of providing educational support to pupils within a mainstream class, in a small group and on an individual basis	E	X
Experience of developing and sharing strategies to meet a specific area of additional need	D	
Experience of planning, developing and reviewing support to meet the needs of individual students	E	X
Experience of monitoring, recording and reviewing student progress	E	X
Experience of liaising with external agencies	E	X
Professional Knowledge and Understanding		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	X
Working knowledge of the national curriculum and other relevant learning programmes	E	
Awareness of themes underlying Every Child Matters	E	
Awareness of pupils' diverse needs, backgrounds and aptitudes	E	X
Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning	E	X
Skills, abilities and personal qualities		
Very good numeracy/literacy skills	E	
Ability to plan effective actions for pupils at risk of underachieving	E	X
Ability to self-evaluate learning needs and actively seek learning opportunities	E	
Good communication skills orally and in writing	E	X
Ability to use word processing, database packages	D	
Excellent organisational skills and ability to meet deadlines	E	
Ability to work sensitively in partnership with adult colleagues	E	
Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these	E	
Ability to use non-confrontational strategies with young people	E	
Desire to undertake further professional development relating to inclusion	E	
Committed to continually improving performance of self and team	E	
Ability to produce and adapt learning materials using ICT	E	
Good presentation skills	E	
Able to work creatively, flexibly, with enthusiasm and with initiative	E	
Resilience and determination when faced with difficult tasks	E	
Commitment to the protection and safeguarding of children and young people	E	

Please address the shortlisting criteria in your Application Form and Personal Statement, all other criteria will be assessed at interview and via references.