# A black circle with white text and trees Description automatically generated**Job Description** Durham County Council logo

| **Post title** | Enhanced Teaching Assistant (SEN) |
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| **Job Evaluation** | Yes/**No** |
| **Grade** | Grade 6 |
| **Service** | Schools |
| **Service area** | The Oaks Secondary School |
| **Reporting to** | The postholder will be accountable to Executive Head Teacher / Head of School / School Business Manager |
| **Location** | Your normal place of work will be The Oaks Secondary School |
| **Disclosure and Barring Service (DBS)** | This post **is subject to an Enhanced Disclosure** |

## **Description of role**

To complement the work of teachers by taking responsibility for the organisation and support of agreed learning activities for classes where all pupils have special educational needs. Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those with life limiting conditions and those who exhibit challenging behaviour. The primary focus is to do specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

To work collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes as and when required.

To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

## **Duties and Responsibilities**

# Support for Pupils, Teachers and the Curriculum

* Plan and evaluate specialist learning activities with the teacher, including writing reports and records and providing focussed personalised provision as required;
* Attend meetings as appropriate to provide feedback about individual pupils to a variety of professionals and parents;
* Provide short term cover of classes on a regular timetabled basis planned by the teacher. The normal expectation on a weekly basis would be to cover half a day per week and could also provide cover on a non-timetabled basis, usually within own class;
* Supervise the work of other support staff/trainees where appropriate;
* Be responsible for the preparation and monitoring of materials and resources, to regularly keep pupil’s files up to date and support teachers with EHC and ‘My Plan’ outcomes;
* Provide specialist support to pupils with complex needs and possibly life limiting conditions
* Accompany teaching staff or lead small groups and take responsibility for pupils on visits, trips and out of school activities as required;
* To deliver learning activities and implement strategies for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of individual pupils;
* To be aware of and work within school policies and procedures;
* Provide support to pupils who have a range of difficulties including communication, physical or social, emotional and mental health difficulties, and also where English is not their first language, taking into account advice and programmes provided by other professionals;
* Supply specialist support with direction and guidance from teaching staff allowing pupils to access the curriculum and to participate fully in school activities;
* Assess, record and report on development, progress and attainment as agreed with the teacher;
* Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher;
* Select and adapt appropriate resources/methods to facilitate agreed learning activities;
* Ongoing guidance and support to pupils in their social development and their emotional well-being, reporting problems to the appropriate person;
* Establish and maintain relationships with families, carers and other professionals,

e.g. speech therapists;

* Be aware of and work within school policies and procedures;
* To support the invigilation of examinations and tests;
* Support learning by arranging/providing resources for lessons/activities under the direction of the teacher;
* On-going guidance and support to pupils in their personal, emotional and social development;
* Prepare and present displays;
* Assist with the supervision of pupils before school, break times, lunchtimes and after school clubs if required;
* Be responsible for the preparation, maintenance and control of stocks of materials and resources
* Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence;
* Provide basic first aid, liaising with senior leaders and medical staff and if appropriate timely referral to health service in emergency situations;
* May be asked to administer medication subject to agreement and in line with school policy;
* Provide support for pupils with challenging behaviour management taking account of support plans and risk assessments;
* Support pupils to develop their skills of independence, resilience and confidence;
* Contribute to and assist in planning, organising and support plans including attendance at, and contribution to, reviews where applicable;
* Work with pupils not working to the normal timetable.
* To supervise pupils in bus lines and escort them safely to their designated transport (if this is a requirement of the school);
* Support the use of ICT in the curriculum
* Maintain a clean, tidy and safe learning Environment

# Support for the School

* Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
* Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times;
* Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop**;**
* Contribute to the overall ethos, work and aims of the school;
* Maintain good relationships with colleagues and work together as a team.
* Appreciate and support the role of other professionals;
* To attend morning briefings, staff meetings and parent’s evenings as required;
* Participate in training and other learning activities and performance development as required to meet individual pupil and staff needs including but not limited to Hydrotherapy, Rebound, Moving and Handling, Team Teach, Basic First Aid, Midas, PECS;
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to pre-employment and DBS Enhanced Disclosure checks.

## **Organisational Responsibilities**

### **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

### **Smarter working, transformation, and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

### **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

### **Health, Safety and Wellbeing**

To take responsibility for health, safety, and wellbeing in accordance with the council’s Health and Safety policy and procedures.

### **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

### **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

### **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

### **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

### **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

### **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

### **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.

## **Person Specification**

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | * NVQ Level 3 in Supporting Teaching and Learning in School (or equivalent/higher) * NNEB, CACHE level 3 or BTEC Level 3 or equivalent qualification in a relevant discipline * Minimum 4 subjects GCSE Grades A\*-C (or equivalent) including Maths and English | * Moving and Handling * Administration of Medication * Midas trained Minibus driver * Team Teach Training |
| **Experience** | * Working successfully and cooperatively as part of a team within a school. * Current experience of planning and evaluating learning experiences | * Experience of working as part of a multi - professional team * Experience of working with children with severe learning difficulties, autism and/or profound multiple learning difficulties. |
| **Skills and Knowledge** | * Proven interpersonal skills with children and adults * demonstrate accuracy in Maths and written English to a sufficient level to support the children; * communicate effectively in a variety of situations; * work as part of a multi professional team; * contribute to planning, delivery, recording and assessment of education and care; * use initiative, consult and accept responsibility * listen to and act on advice * put into practice care, behaviour management, medical management and moving and handling plans. * Clear understanding of the requirements for the care, education, health and welfare of children. * A desire to work with children who have complex learning and behavioural needs | * Evidence of successfully working with children with SEN or complex learning and behavioural needs * Practical understanding of the range of behaviour, needs and abilities that pupils with SEN present * Experience of working with children beyond nursery and up to age 19 * Some understanding of The Every Child Matters agenda |
| **Personal Qualities** | * demonstrate enthusiasm and sensitivity whilst working with others; * manage change; * Sensitive to the needs of vulnerable children and their parents * work creatively to meet the needs of pupils with a wide range of complex learning difficulties, disabilities, sensory, medical and physical needs and who may also display bizarre or challenging behaviours. * build and sustain effective positive relationships with a wide range of people demonstrating flexibility and adaptability * Commitment to achieve high standards and to continuing personal and professional development * High level of confidentiality and discretion * Calm and positive approach * Willingness to get involved in school life |  |