



JOB DESCRIPTION

JOB TITLE:	Peripatetic SEN Teaching Assistant (Level 2)
ACADEMY:	Northwest Hub initially Richmond Early years inclusion hub
GRADE:	Grade 3 (p.6 - p.11) plus 8% SEN allowance

JOB PURPOSE:

To provide support to academies within our Northwest Hub as part of short-, medium- or long-term placements, the post holder will be deployed into an Academy / Academies to provide TA support to individual pupils with Special Educational Needs; the post holder is expected to be flexible and responsive and operate across different academies as and when required.

The role covers a variety of support for those children identified as having special educational needs under the guidance/instruction of The Trust Senior Leader for SEND or designated teaching/senior staff at the academy. The post holder is expected to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in ensuring effective provision.

Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Support pupils to have access to a personalised curriculum based on pupil need with an emphasis on early communication, play skills and sensory experiences.
3. Adjusting activities according to pupil responses and needs, including for those with special educational needs.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
5. Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
6. Promoting the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
7. Support the implementation of Individual Education Plans and Behaviour Plans.



8. Promote self-esteem and independence amongst pupils.
9. Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

KEY TASKS – Support for Teachers

10. Promote positive pupil behaviour as per the academy behaviour policies. Rewarding good behaviour and ensuring that pupils understand the consequence of negative behaviour
11. Establish constructive relationships with parents and carers, promoting the importance of parent partnerships
12. Support the teacher with the preparation of scaffolds that enable access to the curriculum
13. Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
14. Undertake pupil record keeping as requested, and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
15. Maintain a positive purposeful, orderly and supportive environment.
16. Assist with the celebration of pupils work and the creation of a purposeful learning environment including prompts and working walls.
17. Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
18. Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required.
19. Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

20. To support others within and beyond the classroom, contributing to the achievement of the academy objectives by working as part of a team.
21. Assist with activities outside the classroom, to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons
22. 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 a teacher.



STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO: Inclusion Team Manager

RESPONSIBLE FOR: Not Applicable

SPECIAL CONDITIONS:

Enhanced DBS Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			



PERSON SPECIFICATION

Job Title: Peripatetic SEND Teaching Assistant

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	NVQ 2 for Teaching Assistants or equivalent qualification or experience		AF / I
	Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework		AF / I
	Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)		AF / I
	Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3		AF / I
		Paediatric First Aid certificate	AF / I
Experience	Working with or caring for children of a relevant age to those in the school	Experience of working with early years pupils in an educational setting	AF / I
	Experience of working with learning resources and helping with their preparation to support learning programmes	Experience of working with pupils in an educational setting who have special educational needs	AF / I
	Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation		AF / I
			AF / I



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

<p>Skills & Abilities</p>	<p>Interpersonal skills to build effective working relationships with pupils and colleagues</p> <p>Communication skills to liaise sensitively and effectively with parents and carers</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p> <p>To promote a positive ethos and good role model</p> <p>To continually improve own practice/knowledge through self evaluation and learning from others</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<p>Knowledge</p>	<p>Basic understanding of a child's development and learning.</p> <p>Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role</p> <p>General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of equal opportunities and an awareness of potential barriers children may have around learning</p> <p>Awareness of the requirements of children with special needs</p>	<p>Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish</p>	<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<p>Work Circumstances</p>	<p>To work flexibly as the workload demands</p>		<p>AF / I</p> <p>AF / I</p>

Chief Executive: Mr Antony Hughes

The Harmony Trust, Northmoor Academy, Alderson St, Oldham, OL9 6AQ
 0161 260 0482 | info@theharmonytrust.org | www.theharmonytrust.org



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

	Occasional out of hours working to support school functions Ability to travel to academies within the Derby Hub		AF/I
--	--	--	------

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview