

Job Description Physical and Sensory SEND Specialist Teaching Assistant and SEND Administrator

Purpose of the Post:

- To use specialist expertise to develop teaching and learning for students with specific needs in Physical and Sensory within whole school
- To take a lead role in your specialist area and share expertise and skills with others within the whole school
- To support students with special educational needs through the delivery of specific learning programmes to contribute and to develop Specific Individual plans, by providing targets and outcomes of reviews
- To train other members of the SEN team about the essential principles and practices of working with students who have a specific difficulty in your area of specialism
- To work under the guidance of teaching/senior staff, and within an agreed system of supervision, to implement agreed work programmes with individuals/groups (including those requiring detailed and/or specialist knowledge in particular areas), in or out of the classroom
- To assist the teacher in the whole planning cycle of the Assess-Do-Plan-Review cycle and the management of resources linked to your specialist area
- To supervise as required whole classes occasionally during the short-term absence of teachers, to maintain good order, keep pupils on task, respond to questions and generally assist pupils to undertake set activities
- To comply with National Occupational Standards as per attached appendix.
- To provide clerical and administrative support to the SEN team

Reporting to:

- SENCO/Leader of Inclusion Centre

Responsible to:

- The Headteacher and the Governing Body



Physical and Sensory SEND Specialist Teaching Assistant

Duties and Responsibilities:

- Be the principal link to the external specialist services for individual students and keep the SENCO and other staff informed about student's needs and provision
- Implement structured learning activities and teaching programmes for individuals and groups of pupils under the guidance of the SENCO and specialist(s) taking into account pupil needs and responses
- Make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Use specialist (curricular/learning) skills/training/experience to support pupils learning.
- Assist pupils to access learning activities through specialist support, recognising and responding to their individual needs
- Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
- Contribute to the development and implementation of individual Education/Behaviour Plans and Personal Care programmes
- Work with the teacher to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans
- Monitor and evaluate pupils' progress, achievements and responses in respect of all learning activities and teaching programmes through observation and planned recording of achievement against pre-determined learning objectives
- Be responsible for keeping and updating records as agreed with line manager, contributing to reviews of systems and/or records as requested
- Provide objective, accurate and detailed feedback to the teacher and pupils on progress, achievements, and other matters ensuring the availability of appropriate evidence
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents/carers with teacher or as directed
- Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- Promote positive values, attitudes and pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour



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- Determine the need for, prepare and maintain general and specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use
- Administer routine tests, invigilate exams, and undertake marking of pupils' work
- Provide clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, administering coursework, and production of worksheets for agreed activities
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on trips and school activities as required
- Participate in training and development activities and programmes, and attend and participate in meetings, as required
- Establish and develop constructive relationships with other agencies/professionals, in liaison with the SENCO, to support progress and achievement of pupils
- Provide guidance and supervision and assist in the training and development of staff as appropriate
- Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of child protection, health, safety and security, confidentiality, and data protection
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Assisting the form tutor as personal tutor of a tutor group in the supervision, pastoral care and welfare of students during form time
- To carry out these responsibilities taking full regard of the school's Equalities Policy, the philosophy of Inclusion and encouraging its successful implementation
- Commitment to safeguarding and promoting the welfare of children and young people and an expectation for all staff to share this commitment

SEND Administrator

- Provide clerical and administrative support to the SEN team to enable the efficient running of the SEN Department including photocopying, filing, faxing, emailing, and sorting and distributing mail, contacting parents and other professionals.
- Complete SEN forms, respond to routine correspondence, and maintain manual



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and computerised records and management information systems.

- Produce a range of data and information, for example, SEN Register, SEN pupil data, SEN information reports
- Undertake typing, word-processing, spreadsheets, databases and other IT-based tasks.
- Take notes at, and produce records of, meetings
- Carry out routine administration procedures including:
 - Maintain working relationships with colleagues
 - Develop your effectiveness in a support role
 - handling incoming and outgoing post;
 - maintaining and collating pupil reports;
 - maintaining stocks and supplies and distributing materials;
 - general financial administration, e.g. processing orders for equipment and supplies;
 - arranging and/or undertaking, document production services.
- Undertake routine administration of additional use of rooms during school hours.
- Undertake duties, including responding to general telephone and personal enquiries about
- Assist with first-aid and welfare duties for pupils, including looking after sick pupils and liaising with parents and staff.
- Assist with arrangements for school trips and events.
- Participate in training and development activities and programmes, and attend and participate in meetings as required.
- Appreciate and support the role of other professionals.
- Provide support when required to designated SEN students in or out of lessons
- Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - child protection,
 - health, safety and security,
 - confidentiality, and
 - data protection.

General Duties

- To take part in the school performance review process.
- To support the Governing Body in its whole-hearted adoption of the School's policies, and aims.



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- To be a fully trained First Aider or be willing to be trained as an emergency First Aider and to undertake medical needs training and administering of medication.
- To supervise areas where students congregate during break time and lunchtime, maintaining Health & Safety practices.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks may not have been identified. The post holder will be expected to undertake tasks which are commensurate with the position at the discretion of the Headteacher.

The Job Description may be varied to meet the changing demands of the school. It will be reviewed at intervals and may be subject to modification or amendment at any time after consultation with the post holder.



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Person Specification Physical and Sensory SEND Specialist Teaching Assistant and SEND Administrator

All criteria are essential.

Attributes	Description
<p>Qualifications, Knowledge, Training & Experience</p>	<ol style="list-style-type: none"> 1. NVQ level 3 for Teaching Assistants or equivalent qualification, or able to demonstrate an equivalent level of attainment through relevant experience. 2. Evidence of successful completion of specific training in relevant strategies and interventions/SEND/Cognition and Learning/ Physical and Sensory/ SEMH/Speech and Language , e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE, ELKLAN, Zone of Regulation 3. Full working knowledge of relevant education policies, SEN code of practice and procedures, and relevant legislation. 4. Working knowledge and understanding of secondary curriculum and other relevant learning programmes and strategies. 5. Understanding of key principles of child development and learning. 6. Comprehensive knowledge and understanding of the range of available support services and providers. 7. Understanding of behaviour management strategies. 8. Previous successful experience in working with pupils of 11 to 18 years 9. Previous successful experience of working with pupils with special educational needs and/or cognition, and Learning needs. 10. Experience of effectively and positively leading learning with groups of pupils, using appropriate strategies to enable them to settle to learn. 11. Experience of using restorative practices 12. Knowledge of basic First Aid procedures or willingness to



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	<p>be trained.</p> <p>13. Competent in IT software packages.</p> <p>14. Knowledge of relevant policies, procedures and codes of practice, and awareness of relevant legislation</p> <p>15. Knowledge of first aid procedures.</p> <p>16. Evidence of successful clerical, administrative and financial experience in a comparable working environment.</p>
<p>Personal Skills & Qualities</p>	<p>17. Ability to operate a range of basic resources and equipment, including computers and photocopiers</p> <p>18. Ability to use proficiently standard office computer software, including word-processing, spreadsheet, database, and Internet systems.</p> <p>19. Ability to absorb and understand a wide range of information concerning the functions of the school.</p> <p>20. Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across operational boundaries, and to work as a member of a team.</p> <p>21. Verbal and written communication skills appropriate to the need to communicate effectively with colleagues and parents/carers.</p> <p>22. Good standard of numeracy and literacy skills.</p> <p>23. Previous successful experience of using information and communication technology to support learning.</p> <p>24. Ability to absorb and understand a wide range of information concerning the functions of the school.</p> <p>25. Ability to build and form working relationships with pupils, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team.</p> <p>26. Ability to plan, implement and evaluate effective actions for pupils at risk of underachieving.</p> <p>27. Ability to work on own initiative, and to prioritise between conflicting demands.</p> <p>28. Ability to self-evaluate learning needs and to develop new skills and learning opportunities.</p> <p>29. Ability to manage, motivate and develop staff.</p>



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	<p>30. Evidence of commitment to continuous learning within a learning environment.</p> <p>31. Strong verbal and written communication skills appropriate to the need to communicate effectively with a wide range of pupils, teachers/carers.</p> <p>32. Strong numeracy and literacy skills, equivalent to GCSE Grade B in English and Maths.</p> <p>33. Meet HLTA standards or equivalent qualification or experience.</p>
General	<p>34. Demonstrate a commitment to equality</p> <p>35. Understanding of Health & Safety</p> <p>36. Understand and implement child protection procedures</p> <p>37. Understand procedures and legislation relating to confidentiality</p> <p>38. Be prepared to develop and learn in the role and attend any relevant training and gain any relevant qualifications</p> <p>39. Understanding and commitment to the School's Equal Opportunities policy.</p>

Appendix



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Alperton Community School is a company limited by guarantee in England and Wales. Registered number 8163458.
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Roles of Additional Adults supporting Teaching and Learning in classroom - National Occupational Standards

- Provide support for learning activities
 - Support the teacher in planning learning activities
 - Support the delivery of learning activities
 - Support the teacher in the evaluation of learning activities
- Support children's development
 - Contribute to supporting children's physical development and skills
 - Contribute to supporting children's emotional and social development
 - Contribute to supporting children's communication and intellectual development
 - Contribute to planning to meet children's development needs
- Help to keep children safe
 - Prepare and maintain a safe environment
 - Deal with accidents, emergencies and illness
 - Support the safeguarding of children from abuse
 - Encourage children's positive behaviour
- Contribute to positive relationships
 - Interact with and respond to children
 - Interact with and respond to adults
 - Communicate with children
 - Communicate with adults
- Provide effective support for your colleagues
 - Maintain working relationships with colleagues
 - Develop your effectiveness in a support role
- Contribute to supporting bilingual/multilingual students
 - Contribute to supporting bilingual/multilingual students to develop skills in the target language.
 - Support bilingual/multilingual students during learning activities
- Support a child with disabilities or special educational needs
 - Support a child with disabilities or special educational needs by providing care and encouragement
 - Provide support to help the child to participate in activities and experiences



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- Support the child and family according to the procedures of the setting
 - Support students with communication and interaction needs
 - Support students with communication and interaction needs to maximise learning
 - Support students with communication and interaction needs to develop relationships with others
- Support students with behaviour, emotional and social development needs
 - Support the behaviour management of students with behaviour, emotional and social development needs
 - Support students with behaviour, emotional and social development needs to develop relationships with others.
 - Support students with behaviour, emotional and social development needs to develop self- reliance and self-esteem.
- Invigilate tests and examinations
 - Prepare to run tests and examinations.
 - Implement and maintain invigilation requirements



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