

JOB DESCRIPTION

School: ALFRED SUTTON PRIMARY SCHOOL	Department/Division: Education & Community Services
Post Reference No: K381 dated :May 2019	Location: Alfred Sutton Primary School
Job Title: SEN Practitioner	Grade/Salary Range: RG4b

JOB PURPOSE

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals, groups and whole classes within a specialist SEN classroom. The post holder will also be responsible for monitoring pupils and assessing, recording and reporting on pupil's achievement progress and development.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

- Reports to the Assistant Senco.

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS AND CURRICULUM

- Formally assess the needs of pupils and use detailed knowledge of the Early Years Foundation Stage and National Curriculum to support pupil's personal development and learning.
- Attend to pupil's personal needs and implement personal support with behaviour, social, health, physical, hygiene, first aid and welfare matters.
- Establish support for pupils ensuring their safety and access to learning.
- Establish productive and effective working relationships with pupils acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils reducing barriers to learning.
- Encourage pupils to interact, play and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward effort and achievements towards self-reliance.
- Provide feedback to pupils in relation to effort, behaviour, progress and achievement under guidance of the teacher.
- Assist with the development and implementation of IEP's.
- To take account of pupils interest, language and cultural backgrounds

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources in the class.
- As agreed with the teacher plan and lead with challenging teaching and learning objectives across all areas of learning and respond to a child's individual needs.
- Monitor and evaluate pupil responses to learning activities through observation, assessment and monitoring strategies against IEP's, EYFS & National Curriculum objectives.
- To contribute to the recording of progress and achievement and provide evidence of range and level of progress and attainment.
- Manage behaviour constructively promoting the development of self-control and independence within the schools behaviour management policy
- Promote good pupil behaviour and promote positive values and attitudes.

- Support parents in understanding their child's levels of development and learning needs and contribute to /lead meetings with parents to provide constructive feedback on pupil's development progress and achievement.
- Make resources to support teaching and learning.
- Support with administrative tasks as directed.
- Work collectively and promote the values and principles of the staff team.

SUPPORT FOR THE SCHOOL

- Contribute to the overall ethos, aim and work of the school.
- Comply with, promote and assist with the development of policies and procedures relating to Child Protection, Health and Safety and security, confidentiality and data protection reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish and sustain constructive relationships and communicate with other agencies and professionals - liaison with the teacher to support achievement and progress of all pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Attend relevant meetings as required, including planning, training and in-service days
- Participate in training and other learning activities and performance management as required.
- To take an active interest in all aspects of SEN & curriculum development and keep abreast of changes in guidelines.
- Accompanying teaching staff and pupils on visits and trips
- Liaise with senior management team, the Assistant Senco, teachers and teaching assistants and trainees.
- Work within agreed school policies, curriculum policies and school procedures.
- Constantly improve own practice, knowledge through self-evaluation and learning from others.
- Motivate others, organise and participate as an active member of the team.
- To provide parents with a welcoming environment in which they feel they can share concerns and information.

GATEWAY

No gateway criteria

PERSON SPECIFICATION

Qualifications, Education and Training
<ul style="list-style-type: none">• Hold level 3 certificate for teaching assistants or equivalent qualification/experience.• GCSEs at grades 9 to 4 (A* to C) including English and math's or equivalent.• Specialist training in curriculum or learning area, e.g. bilingual, sign language, ICT would be beneficial, or willingness to undertake.• Additional qualification, such as Forest School Level 3, qualification relating to pastoral care and support for pupils would be beneficial, or willingness to undertake.• Excellent oral, literacy, written and verbal skills.
Experience
<ul style="list-style-type: none">• Experience of working with children.• Experience of planning and leading teaching and learning activities (under appropriate supervision).
Skills, abilities, knowledge and/or competencies
<ul style="list-style-type: none">• Understanding of effective teaching methods• Evidence of successfully lead learning activities for a group or class of children that demonstrates a positive impact on learning for children.• Good organisational skills.• Ability to build and sustain effective working relationships with pupils and adults.• To be able to demonstrate expertise in understanding the needs of all pupils.• Knowledge of how to help adapt and deliver support to meet individual needs.• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice would be beneficial.• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.• Evidence of excellent oral literacy and verbal communication skills.• Evidence which supports active listening skills.• The ability to act calm under pressure and able to adapt to change quickly.• Knowledge of guidance and requirements around safeguarding children.• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice would be beneficial.• Knowledge of normal child development and children's personal development needs• Knowledge of the implications of common disabilities in children for school and families of pupils• Knowledge of strategies which promote good behavior and discipline.• Knowledge of developmental progression in the emotional curriculum.• Good ICT skills, particularly using ICT to support learning• Understanding of roles and responsibilities within the classroom and whole school context.• Enjoyment of working with children• Sensitivity and understanding, to help build good relationships with pupils, parents and carers• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.• Commitment to maintaining confidentiality at all times.• Commitment to safeguarding pupils' wellbeing and ensuring pupils are treated fairly and equitably.
Special/Other Requirements/Responsibilities of this Post
Level of DBS check required for this post: Enhanced
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks): None
Responsibility for Health & Safety: Level 2