

Job Description
SEN 1:1 Teaching Assistant (Support Staff)

Job Purpose

To assist and support class teachers in the provision of a high standard of care and a comprehensive educational programme designed to meet the physical and developmental requirements of pupils with additional support needs. These needs can arise from: the learning environment; medical and/or disability issues; familial circumstances; social and emotional issues.

Major Tasks

To provide support to pupils in relation to additional support needs in four main areas, namely:

1. Quality of pupils' learning within the classroom;
2. Special needs of pupils in accessing the curriculum;
3. Quality of care and welfare of pupils;
4. Effective organisation and use of resources.

Major Task 1 – Quality of pupils' learning within the classroom

To facilitate the inclusion of pupils within the school and classroom setting by:

- Offering support in as unobtrusive a manner as possible at all times;
- Supporting pupils individually or within a group as agreed with the class teacher;
- With the class teacher developing and introducing strategies to overcome barriers to the pupils' learning and ensuring fullest interaction in all aspects of the learning process;
- Facilitating pupils' independence in all areas of development.

Major Task 2 - Special needs of pupils in accessing the curriculum

To support pupils' individual needs by:

- Helping pupils with their work and building positive relationships with them by use of praise etc.;
- Working as a member of the team of professionals carrying out planned programmes to support pupils;
- Being aware of the barriers to pupils' learning and, with the classroom teacher, ensure that appropriate support is available to overcome the barriers as fully as possible and facilitate pupils' learning e.g. scribing for pupils with poor motor control;
- Ensuring that all resources identified for use with pupils are available as necessary.

Major Task 3 – Quality of care and welfare of pupils

To foster independence and develop self-esteem by:

- Building positive relationships in contacts with pupils;
- Facilitating pupils' independence in all areas of development and appropriate social interaction with peer groups;
- Encouraging appropriate behaviour at all times by the use of suitable strategies, including de-escalation techniques, behaviour modification programs etc.;
- Supervising pupils to ensure health and safety both within the classroom and within the wider school;
- Supporting pupils in personal care while encouraging independence wherever possible. This may include toileting, lifting and handling of pupils, feeding of pupils etc.;
- Ensuring good communication through liaison with parents or carers;
- When required escorting pupils within and outside the premises eg on curriculum outings

Major Task 4 – Effective organisation and use of resources

To support pupils' needs by:

- Ensuring that all resources identified as necessary to support the pupils are well organized, available as required and where necessary how to use equipment;
- Preparing appropriate work for pupils under the direction of the teacher;
- With the class teacher, adapting classroom resources to meet the needs of individual pupils

The above is illustrative of the type of duties which will be required. The individual tasks will be dependent on the needs of the pupils with whom the additional Needs Support Assistant is working with.

Major Task 5 – Common Duties

- To work flexibly including contributing to work projects of a general nature and providing cover for other staff;
- To participate in staff appraisals and training programmes as required;
- To carry out duties at all times with due regard to Equality and Diversity, Health and Safety and other policies as agreed and revised from time to time;

Notes:

This job description will be reviewed annually as part of the appraisal process and may be varied in the light of The LIPA MAT's changing business needs. The job description sets out the main duties of the post at the date it was drafted. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations occur occasionally and cannot justify any reconsideration of the grading of the post. Changes will be made in consultation with the individual. If, however after consultation, the person concerned is not in agreement with the proposed change, then they would be able to use the grievance procedure.

Location:

The job is initially located on our LIPA School sites (Upper Duke Street, L1 7BT or Federation House, 88 Hope Street, L1 9BQ). However, it may be that from time to time the post holder will be required to work on different duties, or in any other jobs, within his / her competence, such jobs being in his/her present or any other location as may be deemed appropriate. In all cases regard will be paid to the qualifications, experience, current duties and responsibilities and personal circumstances of the post holder.

Hours:

Term-time only. 37.5 hours per week, 39 weeks per year.

The precise distribution of hours to be determined by negotiation with the Head Teacher within the framework of our organisational needs.

Person Specification – SEN Teaching Assistant

		To be identified by:
Education and Qualifications:		
A relevant Level 3 Qualification	E	Application Form
GCSE (or equivalent) Mathematics or English A*-C	E	Application Form
A First Aid qualification	D	Application Form
Experience / Knowledge:		
Working with children with additional needs within an educational setting	E	Application Form/Interview
Understanding of the needs of children in a school setting	E	Application Form/Interview
Experience of planning and adapting a curriculum tailored to meet a child's needs	D	Application Form/Interview
Experience of working with a class teacher, to write and review Individual Education Plans (IEPs) and evaluate progress	D	Application Form/Interview
Skills and Ability:		
Ability to work with a wide range of pupils and staff	E	Application/ Interview
Ability to employ strategies for behaviour management and promote independent learning	E	Application/ Interview

Knowledge of support agencies working with children	E	Interview
Knowledge of tools and methods used to assess a pupil's support needs	E	Interview
Ability to communicate clearly both orally and in writing	E	Interview
Ability to build and maintain effective professional relationships with pupils and teaching staff	E	Interview
Attention to detail	E	Interview
Ability to work as part of a team	E	Interview
Ability to remain calm in challenging situations	E	Interview
Ability to obtain DBS clearance that is satisfactory to LIPA MAT Trust.	E	DBS application form / clearance

Personal Qualities:		
Committed to supporting equality and diversity policies and practice	E	Interview
Passionate about all children maximising their full potential	E	Interview
A responsive and flexible attitude to changing demands and needs	E	Interview
Self-motivated, enthusiastic and committed to continuous improvement	E	Application Form/Interview
A 'can do' approach	E	Application Form/Interview