



SEN Teaching Assistant job description

Post:	SEN Teaching Assistant
Grade	Level 2 SCP05-07
Responsible to:	Head of ARP
Working time:	35 hours per week, Term time only 39 weeks per year

Job summary

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Key Tasks

- To provide physical and communication support using modes of communication appropriate to the individual needs of the child
- To provide communication support to enable full access to the curriculum and any extra curricula activities e.g. lessons, assemblies, parents' evenings, reviews and visits
- To work with individuals and groups of students in class with additional needs under the direction of the class teacher and SENCO
- To help plan and organise learning activities for students being supported
- To provide support in a manner which facilitates the child's cognitive development by removing barriers to learning
- To ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed, e.g. assisting with lifting moving and handling, intimate care
- To clarify, modify and adapt materials to an appropriate level according to need
- To participate in the Academy's student mentoring programme and ALA programme
- Under the guidance of the SENCO, contribute to setting individual targets and to the review of those targets. Attend and contribute to meetings to review students' progress, and contribute to written reports
- To monitor the progress of identified students, keep written records consistent with Academy systems and provide the teacher with feedback on students' progress in relation to provision
- To provide support for students' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the Academy's Behaviour Management Policy. Contribute to programmes of support for identified students
- To liaise with professionals and external agencies where necessary under the direction of the SENCO
- To assist in the production of appropriate teaching materials
- To contribute to the target setting and review process and support pupil in meeting specific targets of IEP.
- To maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment in all settings
- To liaise with staff, parents and relevant professionals
- To undertake relevant training as part of continuing professional development
- Attend all staff meetings and supervision sessions
- To maintain appropriate records of work and progress
- To promote the pupil's inclusion within the school
- To promote the pupil's independence skills in communication, learning and social skills

Key Organisational Objectives

- Following Health and Safety requirements and initiatives as directed
- Ensuring compliance with General Data Protection Regulations and confidentiality
- The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.
- At all times operating within the school's Equalities policies.
- Commitment and contribution to improving standards for pupils as appropriate
- Adopting Customer Care and Quality initiatives
- Fulfilling the role of Student Personal Adviser and/or mentor if required
- Contributing to the maintenance of a caring and stimulating environment for young people
- At all times the postholder must adhere to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the Academy

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager. This job description is not exhaustive and may change as the post or the needs of the Federation develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

Equality

We are committed to equality of opportunity in the provision of our services. All staff are expected to promote equality in the work place and in the services we offer.

Promotion of TEFAT Values

Put children first

We trust and value your professionalism

We share the responsibility for the learning and welfare of all of our children

Our purpose is to improve the lives of children

Be safe

Don't assume that someone else will do it

Look after yourself, your colleagues and all children

We are all responsible for each other's safety and well being

Discuss any concerns with an appropriate member of staff

Be kind & respect all

People are allowed to be different as are you

Kindness creates the positive environment we all need to flourish

This kindness should extend to ourselves as well as to others

Be open

If you can see a better way, suggest it

If someone else suggests a better way to you, consider it

We exist to nurture innovators and support those who take informed risks in the interests of children

Forgive

We all make mistakes

Admit them, learn from them and move on

Make a difference

Making the world a better place starts with you

Model the behaviour that you would like to see from others

Person specification

	Essential	Desirable
Qualifications		
GCSE grade C or above in Maths and English (or equivalent)	<input type="checkbox"/>	
Educated to degree level or equivalent		<input type="checkbox"/>
Experience		
Experience of using Microsoft Office Suite or Google suite	<input type="checkbox"/>	
Experience of working with young children and their families in a multicultural environment	<input type="checkbox"/>	
Experience of developing and delivering individual education programmes for children with specific needs	<input type="checkbox"/>	
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Experience of the management and improvement of progress of students with SEND by implementing group and individualised support programmes	<input type="checkbox"/>	
Experience of tracking progress of students with SEND in and out of class		<input type="checkbox"/>
Experience of setting up and running a range of administrative systems		<input type="checkbox"/>
Experience of developing banks of resources for students and teachers		<input type="checkbox"/>
Understanding of the SEND Code of Practice 2014		<input type="checkbox"/>
Experience of using email/internet	<input type="checkbox"/>	
Experience of using databases		<input type="checkbox"/>
Personal		
Must be well organised	<input type="checkbox"/>	
Must be well presented	<input type="checkbox"/>	
Excellent communication skills in writing and orally at all levels	<input type="checkbox"/>	
Ability to work under pressure whilst maintaining a positive, professional attitude	<input type="checkbox"/>	
Ability to work as part of a team	<input type="checkbox"/>	
Ability to organise and prioritise workload and work on own initiative	<input type="checkbox"/>	
Ability to take accurate messages and follow up where necessary	<input type="checkbox"/>	
Ability to communicate effectively with staff, students, parents and agencies/ statutory bodies etc and maintain good working relationships	<input type="checkbox"/>	
Ability to accurately input information on a database	<input type="checkbox"/>	
Flexible and willing to contribute to the success of the team	<input type="checkbox"/>	
Administrative		
Experience of using, setting up, maintaining and developing administrative systems	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	
Attention to detail in communication and planning	<input type="checkbox"/>	
Relations		
Have excellent interpersonal skills and be able to communicate effectively	<input type="checkbox"/>	
Ability to develop good relations with staff and pupils and the wider school community	<input type="checkbox"/>	
Be a good team player	<input type="checkbox"/>	