

SEN Teaching Assistant Level 3

JOB DESCRIPTION

ESSENTIAL QUALIFICATION, TRAINING AND EXPERIENCE :	In addition to level 2 SEN TA: HLTA qualification or equivalent or working towards obtaining it; Experience of supporting other staff and delivering lessons in a special school; Proven ability to work independently without direct supervision
GRADE:	G7
HOURS:	8.45am – 3.45pm on Monday, Wed-Fri and 8.45am – 5.00pm on Tuesday term time only (32.5h/week)
REPORTS TO:	To work under the instruction/guidance of a Class Teacher or SLT as part of professional team.
SUPERVISORY RESPONSIBILITY:	To work independently within an agreed system of supervision to undertake work/care/support programmes. To supervise and guide the work of other less experienced staff. Lead training as required.

In addition to the duties of a Level 2 SEN Teaching Assistant

Main purpose of the role

- To undertake work/care/support programmes, to enable access to learning for pupils with SEND 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.
- Have agreed weekly teaching cover in specific classes.
- Have an agreed additional responsibility linked to the school improvement priority.

Support for pupils

- Assess the needs of pupils and use own detailed specialist (curriculum/needs based) knowledge and specialist skills to support pupils' learning.
- Supervise and provide particular support for pupils, with special needs, ensuring their safety and access to learning activities.

- In collaboration with the class teacher and other professionals assess pupils' personal and welfare needs and implement related personal programmes, including health, social, physical, hygiene first aid and welfare matters.
- Support physical needs, as and when necessary, this includes hoisting, moving and handling, supporting hydro, swimming and PE.
- Supervise and provide particular support for pupils, with special needs, ensuring their safety and access to learning activities.
- Using own expertise and specialist knowledge contribute to the development and implementation of pupils' Individual Education/Behaviour Plans, Personal Care, and/o other individual programmes.
- Prepare lessons and materials for pupils as part of intervention programmes, maintaining assessment records accordingly.
- Within an agreed system of supervision and pre-determined lesson cover framework, plan and teach lessons to groups of pupils or whole classes.
- Set challenging and demanding expectations and promote self-esteem and independence; employ strategies to promote and reward achievement of self-reliance.
- Provide feedback to pupils in relation to their progress and achievement.
- Promote inclusion and acceptance of all pupils.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations, taking into account any challenges and barriers to learning they may have including behaviour that may challenge.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

Support for the teacher

- Independently organise and manage an appropriate learning environment and resources and provide guidance to others.
- Develop and use strategies, in liaison with the teacher, to support pupils to achieve learning and EHCP goals.
- Within an agreed system of supervision, plan challenging teaching and learning activities, creating resources, evaluating and adjusting lesson plans as appropriate.
- Monitor pupils' responses to learning and activities through observation and planned records of achievement against pre-determined lesson or behavioural objectives. Monitor assessment records.
- Independently provide objective and accurate feedback and reports on pupils' achievements, progress or other matters as required, ensuring the availability of appropriate evidence.
- Undertake marking of pupils' work ; advise and support other staff in doing so.

- Support the role of parents in pupils' learning and contribute to meetings with parents to discuss progress.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-regulation and independence.
- Within an agreed system of supervision teach lessons in the absence of any teacher for a negotiated period of time.

Support for the curriculum

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupils' responses/needs; Support pupils on school trips and other school activities, including swimming.
- Deliver the school curriculum and make effective use of opportunities provided by learning activities to support development of pupils' skills.
- Be responsible for and oversee resources in a curriculum area in line with school improvement priorities.
- Advise on appropriate deployment and use of specialist aids/resources/equipment.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds; Develop strategies for pupils to access learning activities through specialist support.
- Support the use of IT in learning activities and develop pupils' competence and independence in their use.
- Have an agreed area of expertise linked to the School Improvement Priority ; develop own detailed knowledge and skills through professional development; Provide support to other staff by being a point of contact and by delivering staff training.
- Have an agreed area of expertise linked to the School Improvement Priority (detailed knowledge and skills); Provide support to other staff by being a point of contact and by delivering staff training.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos of the school.
- Appreciate and support the role of other professionals in promoting pupils progress and achievement, working in collaboration with them to establish constructive relationships and communication.
- Attend and participate in relevant meetings as required.
- Support and guide the work in the classroom of other, less experienced, teaching assistants and lead training.

- Participate in training and performance development as required; engage in self-reflection regularly and plan development accordingly with facilitation of line manager.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Support and guide other less experienced teaching assistants' work in the classroom and assist in the training and development of staff as appropriate.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time as required. Plan supervision of pupils' out of hours learning activities.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group.
- Contribute to the development of the school's values and vision, communicating these clearly and enthusiastically to all staff and other stakeholders.
- Support the development of the school's strategic plan and communicate it clearly to all staff and stakeholders.
- To take reasonable care for own health and safety including managing own well-being, developing emotional resilience and self-awareness in order to manage the complexity of the job.
- To have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the Local Authority Policy.
- Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee.

Duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Name

Signed

SEN Teaching Assistant Level 3

Dated.....

Person Specification SEN Teaching Assistant Level 3

	<i>Experience / Training</i>
1.	Literacy and Numeracy ideally at level 2 or equivalent– skills test offered as part of the interview process.
2.	HLTA qualification (or equivalent), or working towards HLTA or similar qualification
3.	Significant experience of working with children, in a special needs learning environment (typically no less than 2 years) and delivering lessons in a special school.
4.	Willingness to undertake relevant training as appropriate and evidence of relevant CPD and its impact in the classroom.
5.	Experience of supporting other staff and use of coaching strategies with colleagues in order to improve learning outcomes
	Job Related Knowledge, Aptitude and Skills
6.	Good understanding of child development and learning processes.
7.	Working knowledge and experience of implementing a curriculum and training/supervising others as required.
8.	Awareness of health and safety and demonstrate a commitment to the protection and safeguarding of children and young people.
9.	Full working knowledge of relevant policies/codes of practice/legislation including Understanding of reporting and safeguarding procedures.
10.	The ability to support children's personal care under supervision and to understand that this activity is a part of their learning.
11.	The ability to support children's personal care needs with respect and sensitivity, promoting independence
12.	Proven ability to motivate children in their play/recreation and learning. Ability to work using own initiative, leading learning activities and training/supervising others as required.
13.	Demonstrable understanding that children's behaviour has a range of causes and skills in promoting positive behaviour.
14.	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. Ability to lead and support colleagues.
15.	A willingness to contribute to the general ethos of the school.

16.	A strong ability to communicate effectively with both children and adults.
17.	Proven ability to use specialist technology and programmes effectively to support teaching and assessment process.
18.	Good organisational skills and flexible approach e.g. able to manage a change in routine, possibly at short notice.
19.	Professional approach to all duties e.g. time-keeping, maintaining records and confidentiality.
20.	Ability to reflect on your own professional practice.
21.	Proven ability to work independently without direct supervision.
22.	Skills and ability to plan and deliver whole organisation CPD activities.
	<i>Physical</i>
23.	General good health with energy and a positive approach
24.	Physical capability to manage moving and handling aspects of the role
25.	Confidence and capability to work in hydrotherapy pool environment (shallow pool, training given)
26.	Emotional and mental strength/resilience which gives the ability to take responsibility for own health and well-being
	<i>Equal Opportunities</i>
27.	A commitment to and an understanding of equality of educational opportunities for all children, being mindful of protected characteristics under the 2010 Equality Act

All applicants will be required to go through a DBS check which will be updated every 3 years. (This will be the responsibility of the school once a post has been offered).