

**Post:** SEND TA

**Responsible To:** Upper KS2 Lead and Head of Pupil  
Support

**Salary:** NJC Scale B

**Contracted Hours:** FULL TIME

**Start Date:** September 2022

## **Job Description**

### **Purpose of job**

Support access to learning for specific pupils with special educational needs or groups of children who require additional support and providing general support to the teacher in the management of pupils, both in and out of the classroom.

### **Key Objectives**

- Support a pupil or pupils to understand instructions and encourage independent learning wherever possible.
- Attend to a pupil or pupils additional needs and assist the implementation of related personal programmes, including social, basic medical, First Aid, physical, hygiene and welfare matters with appropriate training/support.
- Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
- Prepare the learning environment as directed for lessons and clear up learning environment and resources.
- Assist with the planning and preparation of activities and in the delivery of local and national initiatives
- Provide short term ad hoc cover supervision of classes.
- Under the guidance of the Head Teacher, manage the deployment and supervision of Teaching Assistants (Levels A and B) throughout the school.
- Assess, record and report on development, progress and attainment as agreed with the teacher.
- Support pupils in social and emotional well-being, reporting problems to the teacher, as appropriate.
- Assist with the display of pupils' work.

- Develop and maintain positive communication and information sharing with parents, when required.
- Supervise individuals and groups of pupils throughout the day, including supervisions in the classroom, playground and dining areas.
- Escort and supervise pupils on educational and out of school activities.

*Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head Teachers may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.*

### **Scope**

- Have familiarity with all relevant EHCP and SEND documents specific to individual children within the class or year group.
- Prepare and maintain equipment/resources as directed by the teacher.
- Select and adapt appropriate resources/methods to facilitate agreed learning activities.
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions

### **Work Profile**

- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Establish good relationships with the individual pupil, pupils and parents, acting as role model and ensure awareness of individual needs, responding appropriately when appropriate.
- Prepare and present displays.
- Encourage the pupil or pupils to interact with others constructively and engage in activities led by the teacher.
- Attend to pupil's personal needs and implement related personal programmes, including social, specific medical needs, physical hygiene and welfare matters with appropriate training/support
- Undertake a pupil or pupils record keeping as requested.
- Gather/report information from/ to parents/ carers as directed.
- Adhere to school, local and national authority guidelines, exercising professional discretion at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Participate in training and other learning activities and performance development as required.
- Contribute to the overall ethos/work/aims of the school
- Attend relevant meetings, when required
- Maintain confidentiality at all times

### **Review of Performance**

Performance Management reviews will focus on the post holders' responsibilities.

There is recognition that however good we are at our jobs; we should embrace the notion of 'continuous improvement'.

### **Code of Conduct**

Fairfields expects all staff to ensure that their standards of conduct are, always, compliant with the IFtL Code of Conduct.

#### **Generic Responsibilities of all School Staff**

- To work consistently to uphold School's belief that no child is born to fail.
- To exemplify and uphold the school's vision, values and ethos at all times particularly with regards to children's wellbeing and emotional development.
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with children in a courteous, positive, caring, and responsible manner always.
- To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised
- Demonstrate a keen interest and involvement in all aspects of school life
- To be polite, cooperative, and positive when communicating to other staff.
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's service.
- To present oneself in a professional way that is consistent with the values and expectations of the school.

*Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.*

***All school-based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.***

## Person Specification

| Skills and Knowledge  |   | Level |   | Assess by; |  |
|---|---|-------|---|------------|--|
| <u>Attainable</u> Successful applicants will be expected to obtain the denoted qualifications within an agreed period of time |   |       |   | A          | A<br>Application<br>I<br>Interview<br>T<br>Testing<br>R<br>Reference |
| DesirableApplications will be preferred from candidates with the denoted qualifications                                       |   |       |   | D          |  |
| EssentialApplicants without the denoted qualifications or experience will not be considered for this role                     |   |       |   | E          |  |
| Qualifications  | NVQ3 for Teaching Assistants or equivalent qualifications or experience   | X     |   |            | A  |
| Skills / Experience   | Experience of staff management and supervision in a school environment  |       | X |            | A  |
|   |   |       |   |            |  |
| CompetenciesLevelAssess by;   |   |       |   |            |  |
| <u>Awareness</u> Demonstrable aptitude and ability to develop in the particular work area                                     |   |       |   | A          | A<br>Application<br>I<br>Interview<br>T<br>Testing<br>R<br>Reference |
| <u>Significant</u> Clear competence in the work element sufficient for all role requirements                                  |   |       |   | S          |  |
| <u>Extensive</u> Sufficient expertise in the work element to lead and mentor others, and influence policy and practice        |   |       |   | E          |  |
| Planning and organising work  | Ability to plan and implement learning programmes in conjunction with the class teacher   | X     |   |            | I,R  |
| Planning capacity and Resources   | Managing the deployment and performance of other TAs and support staff within the school  | X     |   |            | I,R  |
| Influencing and interpersonal skills  | Ability to relate well to children, parents, teaching staff and other colleagues.   | X     |   |            | I,R  |
|   | Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils   | X     |   |            | I,R  |
| Using initiative  | Adapting programmes to suit individual pupils and circumstances and identifying innovative approaches to learning activities  |       | X |            | I,R  |
| Working independently   | Ability to manage the classroom in the absence of the class teacher, maintaining appropriate behaviour and delivering learning activities in accordance with agreed plans | X     |   |            | I,R  |
| Managing people   | Managing Teaching Assistants and other support staff.   | X     |   |            | I,R  |
| Managing resources  | Assisting with classroom set up. Use and safe keeping of classroom equipment and apparatus  | X     |   |            | I,R  |

|                  |   |   |   |  |     |
|------------------|---|---|---|--|-----|
|                  | Managing information resources in relation to pupils and TA staff   |   | x |  | I,R |
| Managing risk    | Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection. | x |   |  | I,R |
| Managing oneself | Awareness of opportunities for professional self-improvement  |   | x |  | I,R |