



FIVE RIVERS MULTI ACADEMY TRUST

JOB DESCRIPTION / PERSON SPECIFICATION

Post Title	SEND ASSISTANT
Grade	NJC Grade 4
Responsible to	Principal Assistant Headteacher for Inclusion & SEND
Responsible for	
Purpose of job	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
Normal base of work	Abbeyfield Primary Academy, Norborough Road. SHEFFIELD S3 9AN – however there may be some requirement to work from other Five Rivers Trust sites as appropriate.
Safeguarding statement	<p>Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.</p> <p>This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice.</p> <p>An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).</p> <p>The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.</p>



JOB DESCRIPTION: SENIOR TEACHING ASSISTANT – LEVEL 3

The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust's policies and within the framework of the Education Act 2002 and the School Standards

Main Duties and Responsibilities

SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations
3. Promote the inclusion and acceptance of all pupils within the classroom
4. Support pupils consistently whilst recognising and responding to their individual needs
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance
7. Provide feedback to pupils in relation to progress and achievement
8. Assist with the development and implementation of behaviour or care plans and report on progress made towards targets

SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher / SENDCO on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested



6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide administrative support as appropriate which will include preparing EHC/statements, profiles and additional reports
11. Produce invitations for Annual reviews and other meetings

SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

1. 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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities



10. Supervise pupils on visits, trips and out of school activities as required

Any other duties and responsibilities appropriate to the grade and role

All of the above duties and responsibilities to be carried out in accordance with Five Rivers MAT's policies, national legislation, equal opportunities, data protection and Health and Safety.



PERSON SPECIFICATION: SENIOR TEACHING ASSISTANT – LEVEL 3

	Essential	Desirable
Qualifications	<p>A good standard of secondary education</p> <p>Good levels of educational achievement in numeracy and literacy</p> <p>Ability to use ICT confidently including managing emails, outlook calendar, word-processing (Word) and Spreadsheets (excel)</p>	<p>A relevant Teaching Assistant qualification (e.g. NVQ level 2 or 3) or equivalent experience</p>
Professionalism	<p>Able to work with professional integrity, honesty and transparency.</p> <p>Demonstrates high expectations for self and others</p> <p>Open and adaptable to new ways of working that promote the ethos of the Trust and the school</p> <p>Understand the need for sensitivity and up-holding confidentiality when working with external and internal agencies</p> <p>Committed to working well with colleagues, developing and maintaining positive working relationships. Values differences of opinion and different ways of working.</p> <p>Ability to self-manage work-load and competing priorities</p> <p>An effective communicator, both written and orally</p> <p>Ability to be flexible to meet the needs of the children</p>	<p>Shows a strong commitment to values which align well with the Trust & the School</p> <p>Experience of being a role model with a team and supporting colleagues</p>
Safeguarding	<p>Knowledge of Keeping Children Safe in Education</p>	<p>Safeguarding Training</p>



	<p>Passionate about safeguarding children</p> <p>Commitment to the use of positive behaviour strategies to achieve a culture that promotes fairness, respect and consideration towards others</p> <p>Zero tolerance of bullying of any kind</p> <p>An understanding of the TA role in supporting the whole child: relationships, identity, mental health, basic needs and overall well being</p>	<p>Experience of initiating school policies and procedures for Safeguarding</p>
Professional development	<p>Evidence of and commitment to professional development or study in the last 5 years</p> <p>Commitment to working collaboratively to improve practice</p>	<p>Clear commitment to a future career with the Five Rivers Trust</p> <p>Experience of working collaboratively to improve practice</p>
Diversity Equality & Inclusion	<p>Promotes equality and celebrates diversity; understands the need for equity not equality; acknowledges and takes steps to eradicate unconscious bias in own practice</p>	<p>Experience of championing Diversity, Equality and Inclusion in professional setting</p>
Teaching & Learning	<p>Experience of supporting teaching and learning a relevant key stage or year group (either in a paid or voluntary capacity or by supporting children at home)</p> <p>Committed to developing own practice</p> <p>An understanding of the varied needs of children as they develop socially and academically.</p> <p>Find and use relevant information and refer to appropriate sources of information</p>	<p>Experience in delivering first aid / medication / personal / intimate care, physical intervention / behaviour management strategies</p> <p>Experience of working with external agencies</p>



	<p>Experience of working with children with special educational needs and or disabilities</p> <p>Experience of primary level assessment of children</p>	
<p>Administration</p>	<p>Ability to Spell very accurately and write legibly</p> <p>Ability to deal sensitively and effectively with a range of stakeholders (e.g. families, professionals)</p> <p>Be able to use a range of ICT to ensure that the impact of interventions is measured, reports and records are kept up to date and the diary of appointments is effectively maintained</p>	