



JOB DESCRIPTION

POST TITLE : SEND/ SEMH Specialist TA (Enhanced)

GRADE : GRADE 6 (SCP 11-17)
£25,979 - £28,770 FTE

REPORTING RELATIONSHIP Head Teacher / SENDCo

JOB PURPOSE :

To provide a stimulating and effective curriculum for children with SEND and SEMH needs, which will enhance their emotional, social, physical and intellectual development.

To provide high quality care that meets professional inspection standards.

MAIN DUTIES/RESPONSIBILITIES

1. To provide high quality provision and care for children and their families within the school's SEND/ SEMH hub.
2. To provide a broad and balanced curriculum that will meet the requirements of relevant National and Local standards for high-level SEND children.
3. To contribute to and deliver Individual Educational Programmes (IEP) for children with Special Educational Needs (SEN).
4. Observe, monitor and maintain written records to ensure children's developmental progress and to regularly communicate these clearly to SLT and families.
5. To liaise and provide advice to parents and other professionals involved with the child.
6. To maintain client confidentiality.
7. Liaise with school teachers and leaders to prepare reports that will assist in the children's smooth transition and ability to access a mainstream classroom environment.
8. To report any injury or accident ensuring that Health and Safety of the individual is maintained.

9. To report any suspicious or suspected non-accidental injury complying with School Child Protection procedures in line with Safeguarding Policies .
10. To supervise student placements.
11. To prepare accurate and concise information in the support of a child's development.
12. To support parents and families in the successful admission and transition of their children.
13. To organise and participate in interesting and appropriate educational visits for children and families observing health and safety policies and making risk assessments.
14. To comply with the requirements of all School policies, procedures and staff instructions.
15. To actively promote and support School Policies on Equal Opportunities and to ensure the Early Tears provision functions in an anti-oppressive manner.
16. To take responsibility for the securing of the building and resources if required.
17. To assist the management in providing professional support on issues relating to child protection to parents and outside agencies.
18. To take responsibility for a group of children during any building evacuation.
19. To manage student placements and prepare, present accurate and concise reports to the manager or college tutors.
20. To undertake the accountabilities of the post in accordance with School policies including the Equal Opportunities and Health and Safety policies.
21. Any other duties of a similar nature related to the post which may be required.

PLEASE NOTE THAT THE SUCCESSFUL APPLICANT WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN APPOINTMENT IS CONFIRMED.

FOLLOWING APPOINTMENT THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY SCHOOL.

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION
SEND/ SEMH Specialist Enhanced Teaching Assistant

ESSENTIAL			DESIRABLE		
	ATTRIBUTE	Stage Identified		ATTRIBUTE	Stage Identified
Qualifications & Education	A teaching assistant qualification at NVQ Level 3 or equivalent	AF/C		Possess an approved and relevant Level 5/ 6 Professional qualification (Foundation Degree/ BA/BA Hons/ QTS/EYTS/EYPS)	
	5 GCSE's including Maths and English, grades 9-4 (A-C)			Team Teach	

Experience & Knowledge	An outstanding classroom practitioner with a recent and successful experience of working with and supporting children with SEND.	AF/R		Experience of working with Child Protection	AF/R/I
	An understanding of the EYFS curriculum and how this can be used to support children with developmental gaps.	AF/R/I		Experience of supervising others	AF/R/I
	An ability to confidently lead whole group/ whole class learning tasks.	AF/I		Experience of developing a bespoke curriculum for children with high-level need	AF/R/I
	A knowledge and experience of personalising learning to raise standards of attainment for every child, including those pupils with SEND.	AF/R/I		Experience of running evidence-led interventions	AF/R/I
	Experience of delivering a systematic synthetic phonics programme (for example, Read, Write Inc.)	R/I			
	An ability to effectively deliver targeted teaching and learning – and carry out accurate assessment and tracking of individual pupils and groups - to ensure good or better progress and attainment outcomes.	AF/R/I			
	Experience of delivering professional-led interventions.				
	Experience of working in partnership with other agencies				
	Recent and successful experience of work with young children with a high level of SEND/ SEMH needs, and supporting their families within an enhanced mainstream (nurture style) setting				
	Evidence of successful impact on children's progress and attainment				
	A proven ability to plan, deliver and assess activities for groups of children within an enhanced mainstream setting (with the support of the class teacher)				

	<p>Knowledge of documents which support the development of children's learning, Early Years Foundation Stage Curriculum, Development Matters and Birth to 5 Matters, National Curriculum</p> <p>Experience of working in close partnership with parents and carers, with an ability to clearly communicate progress and development orally and/ or in a written report format</p> <p>Current knowledge of Child Protection and their role and responsibility in the protection of children</p> <p>Knowledge of the EYFS Statutory Framework and National Curriculum Jan 2024</p> <p>Knowledge of a range of factors which create stress for children and families.</p>				
Skills	<p>An up to date knowledge and understanding of the SEND Code of Practice</p> <p>Outstanding literacy and numeracy skills</p> <p>Outstanding oral, written and communication skills</p> <p>Excellent organisation skills, including good time management</p> <p>Ability to adapt tasks to meet the needs of children who are task avoidant</p> <p>An excellent ability to share detailed knowledge of individual children's attainment with the class teacher to aid future planning and assessment</p> <p>Ability to establish professional relationships and to take an active role within a team</p>	<p>AF/R/I</p> <p>R/I</p> <p>AF/R</p> <p>AF/R/I</p>			

	<p>An ability to assist with the development and implementation of individual education plan, personal care programmes and SEN support plans</p> <p>Able to communicate with a wide range of people and professionals individually, in groups and at all appropriate levels</p> <p>A knowledge and understanding of effective teaching and learning styles</p> <p>An ability to maintain a consistent and effective approach to behaviour management promoting good behaviour and high expectations at all times</p> <p>Able to motivate children and sustain their interest in play activities</p> <p>Able to fully contribute to the team</p> <p>Willingness to be involved in extra-curricular activities and wrap around provision</p>				
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	<p>Able to lead provision focused on children's development and wellbeing.</p> <p>Able to prepare and present written reports to support children's development and well being (and communication these clearly with parents/ carers and external professionals)</p> <p>Able to offer support to children and families in a culturally sensitive, positive and non-judgemental way</p> <p>Able to complete risk assessments for activities conducted indoors and outdoors and maintain accurate records</p> <p>Able to supervise students</p> <p>Able to use ICT efficiently for planning and teaching</p>	<p>R/I</p> <p>AF/R/I</p> <p>AF/R/I</p> <p>AF/R/I</p> <p>AF/R/I</p> <p>AF/R/I</p>			
Personal Attributes	<p>Participate enthusiastically in development and training opportunities</p> <p>Commitment to undertake further professional development activities</p> <p>Ability to abide by School policies and procedures</p>	<p>AF</p> <p>AF/R</p>			

Special Requirements	<p>Reliable, flexible, self-motivated, committed and enthusiastic</p> <p>A sense of humour and a 'can do' attitude</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children</p> <p>Emotional resilience in working with challenging behaviours and attitudes and remain positive in the support of pupils' wider needs</p> <p>A commitment to equal opportunities and inclusion</p>	<p>AF/I/R</p> <p>AF/R</p> <p>AF/R</p> <p>C</p>		<p>Key – Stage identified</p> <p>AF – Application Form</p> <p>R – References</p> <p>I – Interview</p> <p>C - Certificates</p>
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