



**JOB DESCRIPTION**

<b>JOB TITLE:</b> SEND Specialist Teaching Assistant
<b>ACADEMY:</b> The Harmony Trust Development Team, Inclusion Service
<b>GRADE:</b> Scale 6 SCP 23-27 (£32,076 - £35,745 per annum, pro-rata)
<b>LOCATION:</b> The post holder will be deployed across the Northwest Hub and would be expected to support across the portfolio of all academies within the Hub. <b>Initially deployed to Greenhill academy Early years inclusion hub.</b>
<b>RESPONSIBLE TO:</b> Director of Education and Senior Trust Leader for SEND

<p><b>JOB PURPOSE:</b></p> <ul style="list-style-type: none"><li>• Work under the direction of the Harmony Trust Inclusion Service to assist in the promotion, development and direction of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs and other disadvantaged pupils.</li><li>• To build capacity within the academies; take a lead role within the Trust Inclusion Service on one of the following key areas of Special Educational Needs:<ul style="list-style-type: none"><li>○ Communication and interaction.</li><li>○ Cognition and learning.</li><li>○ Social, emotional, mental health.</li><li>○ Sensory and/or physical.</li></ul></li><li>• Assist Inclusion service Leaders in ensuring inclusive practice is developed to promote the highest standards of pupil achievement for all including developing curriculum provision and practice.</li><li>• To ensure quality provision for key pupils and bespoke professional development through coaching and modelling to those who support them.</li><li>• To support leaders to design and deliver effective provision for pupils in the Early Years with special educational needs</li></ul>
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<b>KEY TASKS</b>	
1.	Support the implementation of specialist provision as outlined in the Trust Strategic Plan and the Inclusion Hub model. To support the delivery of inclusive provision within the Academies as directed by the Trust Inclusion Service.
2.	Support the delivery of a personalised curriculum based on pupil need with an emphasis on early communication, play skills and sensory experiences.
3.	Operate across different academies for either short term/long term assignments which will be focused around support required for pupils with complex needs or developing the support already in place for existing pupils. The focus of the deployment will be to support both the pupil with SEND and those working with the pupil including teachers and teaching assistants.



4.	Support SEND Teaching Assistants in managing the needs of specific pupils and provide advice on particular strategies to help address these. Take information from pupil EHCPs and model the appropriate strategies to enable pupils to achieve.
5.	Respond to queries raised by SEND Teaching Assistants and to communicate any significant queries/concerns to the SENDCo / Inclusion Service.
6.	Support SEND Teaching Assistants in developing small steps targets for pupils and the scaffolds needed to achieve them.
7.	Disseminate a range of activities, courses, opportunities, organisations and individuals within a specialist area that could be drawn upon to provide extra support for pupils across the Academies.
8.	Develop the SEND TA workforce, including coaching and developing TAs within the Academies.
9.	Provide training opportunities for teaching assistants and teachers to learn about interventions within a specialist area.
10.	Deliver CPD to Teaching Assistants including the SEND Specialist TA Programme and the Induction Programme for new SEND Teaching Assistants.
11.	Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
12.	Provide a secure, caring and enriching environment for all pupils including those with SEND. Where environment is specific to pupil need support the academy to develop this provision and to understand the purpose and principles.
13.	Work with external professionals, SENDCo, Teachers and SEND TA's to ensure that planned specific programs are implemented and delivered as part of a pupil's EHCP.
14.	Develop work programmes to meet needs of the pupil by reviewing individual EHCP's and professional reports and implementing and evaluating the practical support within the classroom.
15.	Assist in the induction/transition and day-to-day activities of new pupils with complex needs.
16.	Contribute to/lead review meetings with parents and professional organisations to provide constructive feedback on pupil progress, achievement, problems etc.
17.	The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
18.	Encouraging inclusion within the wider community of the Academies promoting positive attitudes and high expectations. Work with parents and carers to foster positive meaningful relationships.
19.	Promote physical, educational, social and emotional development and learning.
20.	Disseminate good practice on inclusion across the Academies.
21.	Work with the Speech and Language Therapist to enable communication friendly environments within the Academies.

Chief Executive: Mr Antony Hughes

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22.	Build and sustain effective working arrangements with the group of academies, partners and other agencies, as appropriate.
23.	Participate in Trust wide projects which have implications on the Inclusion Service Team and ways of working.
24.	Maintain personal professional development and standards through training opportunities as appropriate.
25.	There may be occasions when it will be necessary to provide short term SEND TA cover and give support within the Academy when there are peaks and pressing issues.
26.	Undertake other duties as reasonably fall within the scope and grade of the post.
27.	Ensure policy and procedures relating to Safeguarding and H&S are adhered to at all times.
28.	Maintain confidentiality and observe the General Data Protection Regulations (GDPR) at all times.

## STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to all customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

## CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals,

## RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

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**RESPONSIBLE TO:** Trust senior Leader for SEND  
The Head of Inclusion

**RESPONSIBLE FOR:** Not Applicable

**SPECIAL CONDITIONS:**

Enhanced DBS Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

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**PERSON SPECIFICATION**

**Job Title:** SEND Specialist Teaching Assistant (Early Years)

	<b>Selection criteria (Essential)</b>	<b>Selection criteria (Desirable)</b>	<b>How Assessed</b>
<b>Education &amp; Qualifications</b>	GCSE English and Maths grade A-C or CSE Grade 1 or NVQ Level 2 in Literacy and Numeracy	Paediatric First Aid Certificate	AF / I
	NVQ3 for Teaching Assistants or equivalent qualification or experience		AF / I
	Specialist training or experience in a key area of Special Educational Needs such as Social, emotional and mental health; Communication and interaction; Cognition and learning; Sensory and/or physical		AF / I
<b>Experience</b>	Experience of working with pupils in an educational setting who have special educational needs.	At least two years' experience of working as a Teaching Assistant.	AF / I
	Experience of preparing/contributing to resources to support learning programmes -	Attendance of relevant courses in the past two years	AF / I
	Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation	Experience of working with early years pupils in an educational setting	AF / I
<b>Skills &amp; Abilities</b>	Interpersonal skills to build and maintain effective relationships with all pupils and colleagues		AF / I
	Communication skills to liaise sensitively with parents and carers		AF / I
	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives		AF / I
	Ability to understand and develop intervention programmes		AF / I

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	Ability to deal with pupils' physical, emotional and behavioural needs as well as provide individual support as appropriate	AF / I
	To promote a positive ethos and good role model	AF / I
	Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	AF / I
	Ability to provide coaching and development to staff	AF / I
	Ability to design, co-ordinate and deliver of professional development for staff	AF/I
	To continually improve own practice/knowledge through self-evaluation and learning from others	AF / I
	Ability to clearly interpret the curriculum	AF / I
	Ability to work as part of a team and also have the self-motivation to work independently	AF / I
	Ability to work sensitively and purposefully with pupils	AF / I
	Ability to set and work towards targets which measure the progress of a group of identified pupils	AF / I
	Ability to interpret learning objectives and facilitate these with pupils	AF / I
	Ability to demonstrate understanding and use of effective behaviour management	AF / I
	Ability to contribute to new developments and implement these in own practice	AF/I
	Ability to form good relationships with pupils, staff and parents	AF/I

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	<p>Ability to evaluate own performance</p> <p>Ability to work alongside other professionals in a positive and conducive manner</p>		<p>AF/I</p> <p>AF/I</p>
<b>Knowledge</b>	<p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare</p> <p>Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of pupil development and learning processes</p> <p>Understanding and expertise in an area of Special Educational Needs</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p> <p>Knowledge of the English and Maths Curriculum</p>	<p>Understanding and expertise of early years.</p>	<p>AF / I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
<b>Work Circumstances</b>	<p>To work flexibly as the workload demands</p> <p>Occasional out of hours working to support school functions</p>		<p>I</p> <p>I</p>

Abbreviations: AF = Application Form; I = Interview.

**NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview**

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