**ROLE DESCRIPTOR FOR SEN(D) TEACHING ASSISTANT**

**POST TITLE: SEN(D) Teaching Assistant**

**POST LEVEL: Grade 3**

**WORKING HOURS: 32.5 hours per week / 39 weeks per year**

**(Working with children/pupils with complex learning and/or health care needs)**

**BROAD DESCRIPTION:**

* To advance pupils’ learning in the specialist provision setting, including working with individuals and small groups where the assigned teacher is not present.
* To support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
* This involves undertaking specified work (see \* below), involving planning, preparing and

delivering learning activities to individual pupils/groups and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

(\*Under S133 of the Education Act 2002, **specified work** is defined as :

* planning and preparing lessons and courses for pupils
* delivering lessons to pupils. Includes delivery via distance learning or computer

aided techniques

* assessing and recording the development, progress and attainment of pupils
* reporting on the development, progress and attainment of pupils.
* ‘Pupils’ includes work with individual pupils as well as groups and whole classes).

To be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher assigned to the class or group. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(Under the Education (Specified Work and Registration) Regulations 2003 and its

accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them).

**Responsibility for people (other than employees supervised/managed)**: The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities and

providing appropriate care/support to pupils with complex learning and/or health care needs.

**Responsibility for staff**: The post has some responsibility for others, through

demonstrating good practice, guiding/advising/supporting and directing other staff who

support teaching and learning.

**Responsibility for budget:** The post has no direct responsibility for financial resources,

though could be involved in occasional handling small amounts of cash, processing

cheques, invoices etc.

**Responsibility for physical resources:** The post has some direct responsibility for

physical resources, including safe/secure record keeping and maintenance and

management of learning resources.

**TYPICAL TASKS, DUTIES AND RESPONSIBILITIES**

**Support to pupils:**

* Support pupils’ learning in a range of classroom settings, including working with individuals and groups (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.
* Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
* Respond to pupils EHCPs, maintaining and updating and review progress, including taking part in annual review meetings
* Promote the inclusion and acceptance of all pupils within the classroom and wider school environment, encourage them to interact and work co-operatively with others and engage all in activities
* Support pupils consistently whilst recognising and responding to their individual needs
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement
* Working with children/pupils with complex needs, monitor and provide for their general care, safety and welfare, including undertaking tasks connected with social inclusion.
* Use physical intervention strategies following training (e.g. team teach)
* Be willing to follow appropriate practice in supporting pupils with toileting and hygiene.

**Support to teachers:**

* Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.
* Under agreed system of supervision, plan and prepare teaching and learning objectives,

adjusting activities/work plans as appropriate

* Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives.
* Objectively assess, provide feedback and reports as necessary on pupil development,

progress and achievement.

* Within the school’s behaviour policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
* Support the role of parents in pupils’ learning and contribute to meetings with parents to

constructively feedback on pupil progress/achievement.

* Where relevant, direct and guide the work of other adults supporting teaching and learning in the classroom.

**Support to the curriculum:**

* Deliver learning activities to pupils within an agreed system of supervision, adjusting

activities according to pupil responses/needs

* Use ICT effectively to advance learning and develop pupil’ competence and independence in its use.
* Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils’ needs, interests, language and cultural backgrounds.
* Advise on appropriate deployment and use of specialist aid/resources/equipment
* Use their area(s) of expertise to support the planning and preparation of learning activities in these areas(s)

**Support to the school:**

* Contribute to identification of appropriate out of school learning activities
* May co-ordinate a school activity (e.g. extra-curricular activities / work experience / home-school liaison */* SEND work
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils, in liaison with the teacher and provision manager
* Contribute to the overall ethos/work/aims of the school
* Take the initiative as appropriate to develop appropriate multi-agency approaches to

supporting pupils

* Model good practice and contribute to planning and delivery of appropriate inset

**QUALIFICATIONS, TRAINING AND LIKELY ABILITIES**

* Equivalent to NVQ level 2 or higher qualification
* Have considerable experience of working to support children/pupils learning
* Have an understanding of schools’ policies in SEND and inclusion
* Able to meet the needs of children with communication and interaction difficulties
* Have understanding of and experience of ICT as a learning tool
* Good communication and listening skills and able to present information, verbally and in

writing

* Have additional communication skills – eg relevant sign language/PICA training
* Able to take responsibility for an area of learning/development for the provision
* Able to organise and lead activities for parents and/or children
* Relates well to children, parents, staff and other professionals
* Able to exercise initiative and independent action
* Be pro-active in offering ideas and contribute to review of the provision
* Able to adapt teaching styles to the needs of groups or individual pupils
* Following training and risk assessment, be able to carry out specialist medical/health care /or operate specialist equipment related to health