

## WHITE HOUSE FARM PRIMARY SCHOOL JOB DESCRIPTION

### SEND INTERVENTION TEACHING ASSISTANT

<b>Line Managers job title:</b>	SENDCO
<b>Salary:</b>	Pro Rata Salary £18,355 - £19,280 per annum FTE: £24,404 – £25,183per annum Point 4-6 of the Support Staff Salary Scale
<b>Tenure:</b>	Permanent
<b>Contract type:</b>	Term Time plus 1 week

#### THE POST

**White House Farm Primary School** is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 13 primary and 9 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a **SEND INTERVENTION Teaching Assistant**.

#### THE POST

As the SEND Intervention Teaching Assistant, you will be expected to lead and deliver a high-quality personalised learning provision for a range of learners with a wide range of needs across the 4 broad areas of need. Interventions on a 1-2-1 and small group basis are essential to ensure that all learners thrive and make progress from their individual starting points. The job will include planning, adapting, and delivering high quality interventions to learners with, but limited to, the following needs:

- Specific Learning Difficulties (SpLD)
- Reading and Spelling
- Numeracy
- Handwriting
- Motor Skills
- Working Memory
- SEMH
- Speech, Language and Communication
- Sensory needs

Please note this is not an exhaustive list of needs and the post holder will be required to deliver intervention to learners across all 4 broad areas of needs as determined by the school's provision map.

You will be required to deliver learning provision by:

- Leading the Graduated Approach cycle under supervision for learners receiving intervention
- Delivering intervention lessons to groups of learners or 1:1.
- Providing data and reports for each intervention cycle to show progress, reviewing delivery and impact of provisions.
- Supporting with the training of staff to support with delivering interventions where appropriate.

## **PERSON SPECIFICATION**

The professional competencies expected of the **SEND Intervention Teaching Assistant** are:

- To be a resilient and positive team member
- To maintain a child centred approach to all decision making
- To be tenacious and relentless in every aspect of their work to ensure the needs of learners are effectively met
- To have excellent communication skills (all modes) with all stakeholders
- Experience of working in an Inclusion setting within mainstream school environment
- Experience of working within a SEND team in a mainstream setting
- Experience of delivering interventions across the 4 broad areas of need

## **JOB SPECIFICATION**

The **SEND Intervention Teaching Assistant** is responsible a non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required. To carry out such particular duties as the SENDCO may reasonably direct from time to time.

### **Vision and Purpose**

- To provide adaptive & personalised learning provision for learners across all 4 areas of need.
- To coordinate and manage the internal and external agency delivered provision for learners with special educational needs on the school site.
- To create a purposeful environment in which learners can receive timely and effective intervention to enable them to successfully access their mainstream curriculum.
- To provide a safe and caring environment in which learners can flourish.

### **General Responsibilities**

- To deliver, under the direction of the SENDCo, the day-to-day provision for learners requiring interventions by planning, delivering and coordinating individual & collective learning and intervention packages that blend with and support

success within the mainstream curriculum for example, Zones of Regulation, Precision Teaching, Dyslexia Gold, Talkabout etc.

- To provide statutory provision for learners with an EHCP.
- To use clearly structured teaching and learning activities, to interest and motivate learners and advance their learning.
- To monitor learners' participation and progress and their responses to learning tasks, providing constructive feedback and, where appropriate, modifying methods to meet individual and/or group needs.
- To effectively utilise the Graduated Approach to ensure learners receive the effective and appropriate support.
- To ensure learners meet their personalised SMART targets as part of the Graduated Approach.
- To keep accurate records and ensure the effective impact of the provision.
- To lead individual and small group interventions for identified learners and be responsible for the impact of support on individual progress.
- To communicate effectively with all staff.
- To support student progress and communicate to teachers both the achievements and challenges faced by learners.
- To use a range of behaviour management strategies, in line with school's policy and procedures, to contribute to a purposeful learning environment and to encourage learners to interact and work cooperatively with others.
- To demonstrate and promote the positive values, attitudes, and behaviour you expect from the learners you work with.
- To develop independence, self-awareness, self-worth, and self-discipline of identified learners.
- To encourage acceptance and inclusion of all learners, including those with special educational needs, to support individual achievement, progress, and development.
- To be responsible for the safety and welfare of learners receiving intervention.
- To share. Where appropriate, best practice with all staff on strategies to support learners with specific barriers to learning.
- To collaborate with outside agencies and teachers on interventions and provision to support progress.

## **Safeguarding Children**

In accordance with the Academy's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Academy. You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have satisfactory Enhanced DBS clearance. Your role requires you to always observe and maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and always despatch your duty of care appropriately.

## Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the White House Farm Primary School or to the health and personal affairs of learners and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

## General Data Protection Regulation (GDPR)

The post holder will hold and process any personal data including sensitive (special category) personal data relating to learners and parents / carers in accordance with our legal obligations, for the purposes of safeguarding and child protection and in the manner set out in the Privacy Notice for parents and learners and in accordance with our Data Protection Policy which can be accessed via the PA to the Headteacher at your request.

## Freedom of Information

The post holder must be aware that any information held by the Academy in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Academy's policies and procedures.

## Physical Demands

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

White House Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## HOURS OF WORK

Paid Weeks per year	Term time plus one week (39 weeks in total)
Hours per week	Full time – 32.5 hours + 30 min unpaid lunch break
Normal working Pattern	Monday – Friday 8.30am – 3.30pm  Hours will be expected to work flexibly in order to attend a weekly staff meeting on the designated day.

Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
CPD Days	Your working hours do not include the automatic requirement to work on published CPD days if this is not a contractual day, but you will be required to attend mandatory training and, in these cases, the additional hours may be claimed on a timesheet, where not already paid under another contract.

The post-holder will be auto enrolled to join the Teachers' pension scheme.

**DRESS CODE**

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

**PRE-EMPLOYMENT CHECKS**

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.