



Hackbridge Primary School

JOB DESCRIPTION

JOB TITLE: SENIOR TEACHING ASSISTANT – SEND & Inclusion (25 hours per week), Scale 4/5 (points 7-15)

General Information

The role of the Senior Teaching Assistant – SEND & Inclusion is to work directly with identified pupils with higher level/complex special educational needs; planning and delivering programmes to support their progress across a range of areas, including: learning difficulties; social, emotional and mental health difficulties; speech, language and communications needs, including ASD; sensory impairments, physical or other difficulties and/or disabilities.

The SENCo identifies the pupils that the Senior Teaching Assistant – SEND & Inclusion works with. This can be revised as and when needed, in response to the changing needs of the school cohort at any time.

Purpose of Job

- The Senior Teaching Assistant's primary focus will be to work with individual and/or groups of pupils under the professional guidance of the SENCo and/or teaching staff, and within an agreed system of supervision. The Senior Teaching Assistant will deliver lessons/teaching programmes that have been agreed with teachers, set by or with teachers or devised by themselves under the guidance of the Assistant Manager for SEND & Inclusion and/or SENCo.
- The Senior Teaching Assistant will report directly to the SENCo and/or Assistant Manager for SEND & Inclusion, positively influencing the progress of children with higher level/complex identified additional needs, leading to greater access to the full school curriculum according to individual needs. This will mainly be achieved through small group work and 1:1 support directly linked to provision mapping targets and/or EHCP outcomes, both in and out of the classroom, enabling children to grow in confidence and independence and to develop their basic skills.
- To work with teachers as part of a professional team to support and evaluate learning activities for individuals, groups and sometimes classes.
- The Senior Teaching Assistant will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the SENCo, including direct use of the school's Provision Mapping software.
- The Senior Teaching Assistant will be expected to work independently with individuals or groups of pupils.
- The Senior Teaching Assistant will have an area of specialism relating to SEND provision and will act as a point of advice for teaching and support staff colleagues in relation to this, creating and preparing resources to support identified pupils or advising on such.
- The Senior Teaching Assistant may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.
- Any other duties as required by the SENCo/Inclusion Manager or Senior Leadership at the school.

Specific Duties

Support for Pupils

1. Use detailed knowledge and specialist skills to support and progress pupils' learning.
2. Provide particular support for identified pupils with higher level and/or complex special educational needs and/or disabilities, ensuring their safety and access to learning activities as determined by their individual needs.
3. Under the direction of the SENCo and/or Assistant Manager for SEND & Inclusion, assist with the development and implementation of individual targets within the school's Provision Mapping, Additional Provision and/or Behaviour Support Plans and Intimate or Personal Care programmes or similar target/reviews.
4. Where required, contribute information to EHCNA requests and/or Annual Reviews as requested by the SENCo and/or Assistant Manager for SEND & Inclusion.
5. Liaise with school staff regarding the interventions and support in place for identified pupils to enhance the effectiveness of this support;

6. Establish productive working relationships with pupils, interacting with them according to their individual needs, acting as a role model and setting high expectations.
7. Promote the inclusion and acceptance of all pupils across the school.
8. Support pupils consistently whilst recognising and responding to their individual needs.
9. Encourage pupils to interact and work co-operatively with others and engage in activities.
10. Set challenging and demanding expectations and promote self-esteem and independence, employing strategies to recognise and reward achievement of self-reliance.
11. Provide feedback to pupils in relation to progress and achievement.
12. Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, intimate care, first aid and welfare matters.
13. Encourage pupils to become independent, whilst providing appropriate care and support for the identified needs of individual pupils receiving support.

Support for Teacher

14. Work with the teacher, the Assistant Manager for SEND & Inclusion and the SENCo/Inclusion Manager to establish an appropriate learning environment.
15. Provide objective, detailed and accurate feedback and reports to the SENCo, Assistant Manager for SEND & Inclusion on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
16. Be responsible for keeping and updating records as agreed with the teacher/SENCo, contributing to reviews of systems/records as requested.
17. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with the school's established policy and encourage pupils to take responsibility for their own behaviour.
18. Liaise sensitively and effectively with parents/carers as agreed with the SENCo within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
19. Administer routine tests and invigilate exams and undertake routine marking of pupils' work from group or 1:1 sessions.
20. Provide general clerical/admin support, e.g. photocopying, typing, filing etc as directed by the SENCo.
21. Wherever needed, undertake the clearing of bodily fluids e.g. vomit, toileting accidents etc.

Support for the Curriculum

22. Implement agreed Wave 3 learning activities/teaching programmes as part of the school's graduated response, adjusting activities according to pupil responses/needs, developing the programmes to meet the needs of individual pupils.
23. Undertake programmes linked to local and national learning strategies, e.g. the National Curriculum, Early Years Foundation Stage curriculum (including Phonics, "The Write Stuff", "Hooked on Books", Maths Mastery etc) and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
24. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
25. Help pupils to access learning activities through specialist support.
26. Determine the need for, prepare and maintain general and specialist equipment and resources.
27. Provide advice to teachers and support staff in relation to your specialist area of expertise within special educational needs.

Support for the School

28. Be aware of and comply with policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
29. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
30. Contribute to the overall ethos, work and aims of the school.
31. Establish constructive relationships and communicate with other agencies/professionals, as directed by the SENCo/Inclusion Manager or Assistant Manager for SEND & Inclusion, to support achievement and progress of pupils.
32. Attend and participate in regular meetings as required.
33. Participate in training and other learning activities and performance development as required.
34. Understand your role within the wider SEN Team and carry out your specified work to achieve the wider aims of the team, as directed by the SENCo and/or Assistant Manager for SEND & Inclusion.
35. Recognise own strengths and areas of expertise and use these to advise and support others.
36. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
37. Assist with the supervision of pupils out of lesson times, including at lunchtime or before and after school when required.
38. Accompany teaching staff and pupils on visits, trips and out of school activities as required by the SENCo and take responsibility for identified pupils or a group under the supervision of the teacher.

Supervision arrangements

The position will be line-managed by the SENCo/Inclusion Manager and subject to an annual performance review in line with the School's Performance Management Policy. Day to day tasks may be directed by the Deputy Headteacher, SENCo or Assistant Manager for SEND & Inclusion.



PERSON SPECIFICATION

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The person specification shows the abilities and skills you will need to carry out the duties in the job description. **Applicants must address each point of the person specification sequentially within the statement of suitability within their application. Applications where this has not been fulfilled will not be considered.** Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you will be asked to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Training
1. Hold a full and relevant Level 3 qualification (CACHE Level 3, Level 3 Diploma, NVQ3) or equivalent in Specialist Teaching & Learning Support, Teaching & Learning Support or equivalent (and be able to provide the original certificates for these as evidence).
2. Have at least 5 GCSEs (grades 4-9/A* to C) including English and Mathematics (and be able to provide the original certificates for these as evidence).
3. Expertise in an area of special educational needs provision, with evidence of relevant training and recent direct pupil work outcomes in relation to this.
4. Evidence of recent, relevant training in specialist learning strategies and areas of SEND provision, e.g. specific SEND intervention programmes, ASD, Speech & Language, Occupational Therapy, Lego Therapy, Intensive Interaction, Nurture or ELSA etc.
Experience
5. Successful, recent, experience of working with pupils of the relevant age with higher level and/or complex special educational needs and/or disabilities, in a learning environment, including identifying and supporting individual needs, planning and delivering intervention programmes to small groups and/or individuals along with knowledge and experience of delivering a range of interventions with evidence of accelerated impact.
6. Experience of delivering learning programmes set by outside agencies, e.g. Speech and Language Therapy, Occupational Therapy, Physiotherapy Service etc, demonstrating the required knowledge, skills and ability to do so.
Abilities/Skills/Knowledge
7. Demonstrate knowledge of a wide range of special educational needs and the co-morbidity between areas of need for pupils with higher level/complex needs.
8. Have a working knowledge of relevant learning policies, the SEN Code of Practice and the graduated response, as well as an awareness of other relevant legislation relating to safeguarding and child protection.
9. Have a general understanding of the National and Early Years Foundation Stage curriculums, other relevant learning programmes/strategies and the principles of child development and learning processes.
10. Demonstrate the ability to plan and implement agreed Wave 3 interventions, adjusting activities according to pupil responses/needs, and developing the programmes to meet the needs of pupils.
11. Demonstrate the ability to interpret individual targets, and/or EHCP outcomes, to plan and deliver activities and or implement programmes to meet pupils' individual targets and to help develop future targets based on pupil progress.
12. Possess excellent communication and interpersonal skills with adults and children, both verbally and in writing, including the ability to keep accurate records and write summary reports.
13. Motivate, inspire and have high expectations of pupils.
14. Demonstrate the ability to apply behaviour management policies and strategies that contribute to a purposeful learning environment.
15. Demonstrate the ability to be calm under pressure, to adapt quickly and respond positively and effectively to difficult/changing situations/circumstances.
16. Evidence pro-activity in widening own skills in existing area(s) of expertise as well as developing new knowledge and skills to enhance the support available to pupils with special educational needs and or disabilities in the school.
17. Possess the ability to use ICT and other equipment technology to support learning and administration effectively.
18. Show the ability to use own initiative and work independently, prioritising and managing own workload.
19. Show the ability to record and assess pupil progress/performance in line with the expectations of the role, as directed by the SENCo and/or DSL.
20. Have an understanding of the various roles and responsibilities within school and your own position within these.
21. Be able to work effectively as part of a team and liaise with other professionals, contributing to group thinking, planning and a creative approach to problem solving.
22. Evidence the ability to comply with policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality, data protection, equal opportunities and diversity and demonstrate a commitment in relation to these.
23. Have completed recent safeguarding/child protection training.