**Job Description**

**POST TITLE: SEND TA**

**GRADE: B1-3, 32.5 hrs per week TTO / Permanent – subject to probationary period**

**POST(S) TO WHICH DIRECTLY RESPONSIBLE: Class Teacher(s) & SENDCo**

**POSTS(S) FOR WHICH DIRECTLY RESPONSIBLE:** **None**

**CONTRACT TYPE: FULL TIME / PERMANENT (SUBJECT TO PROBATIONARY PERIOD)**

**PURPOSE OF THE JOB:**

To work under the instruction/direction of SENDCo/teaching staff to support the delivery of quality learning and teaching of pupils with special educational needs. Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those with life limiting conditions and those who exhibit challenging behaviour. To undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher;

To encourage the participation of pupils in the social and academic processes of the school, and enable pupils to become more independent learners.

To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To provide support and guidance to other members of staff in supporting children with SEND and to utilise the school’s provision to best meet the needs of children across the school

**Duties and Responsibilities**

Support for Pupils, Teachers and the Curriculum

1. Work collaboratively with all school staff and other professional agencies to provide  effective support for learning activities – sharing knowledge across the team
2. Awareness of and work within school policies and procedures;
3. To work with children and young people who have complex needs and in some instances life limiting conditions. Providing an appropriate level of emotional  and physical support where necessary;
4. To provide support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities;
5. To deliver activities according to a timetable using the school’s resources e.g. The Pod, Gateway etc to support children across the school e.g. with sensory circuits, emotional literacy programmes etc
6. Support pupils to understand instructions, support independent learning and inclusion  of all pupils;
7. Provide support to pupils who have language, communication and interaction difficulties;
8. Implement and contribute to planned learning activities/teaching programmes as  agreed with the teacher, adjusting activities according to pupils’ responses as  appropriate;
9. Participate in planning and evaluation of learning activities with the teacher, providing observational feedback to the teacher on pupil progress;
10. Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils;
11. Provide support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher;
12. Support the teacher and SENDCo in monitoring, assessing and recording pupil progress/activities;
13. Provide feedback to pupils in relation to attainment and progress under the guidance  of the teacher;
14. Support the use of ICT in the curriculum;
15. Support children’s’ learning through play and planned learning activities;
16. Support learning by arranging/providing resources for lessons/activities under the  direction of the teacher and in line with health and safety requirements;
17. Prepare and present displays;
18. Support pupils in their social development and their emotional well-being, reporting  problems to the teacher as appropriate;
19. Share information and advice about pupils with other staff, parents / carers, internal and external  agencies, as appropriate in line with school policies and procedures**;**
20. Assist in the development of pupil support plans and educational plans passports and contribute towards evidence gathering for statutory assessments (e.g. EHCP) and non-statutory assessments e.g. cluster referrals, FFI, SaL referrals
21. Support the work of volunteers and other teaching assistants in the classroom;
22. Undertake pupil record keeping and maintenance of records as requested e.g. use of CPOMs and OneDrive;
23. Assist with the supervision of pupils before school, break times, lunchtimes (not as a  supervisory assistant) and after school clubs if required;
24. Assist in escorting and supervising pupils on educational visits and out of school  activities under the direction of a teacher;
25. Maintain of a clean, safe and tidy learning environment;
26. Support pupils in developing and implementing their own personal and social  development;
27. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging  independence;
28. Provide basic first aid, liaising with senior leaders and medical staff and if appropriate  referral to health service in emergency cases;
29. Administer medications subject to agreement and in line with school  policy;
30. Monitor and manage stock and supplies for the classroom.

**Support for the School**

1. Be aware of and comply with policies and procedures relating to safeguarding/child  protection, confidentiality and data protection, reporting all concerns to an  appropriate person;
2. Show a duty of care to pupils and staff and take appropriate action to comply with  health and safety requirements at all times;
3. Be aware of and support difference and ensure that all pupils have access to  opportunities to learn and develop**;**
4. Contribute to the overall ethos, work and aims of the school;
5. Maintain good relationships with colleagues and work together as a team.
6. Appreciate and support the role of other professionals;
7. To attend morning briefings, staff meetings and parents evenings as required;
8. Participate in training and other learning activities and performance development as  required to meet individual pupil and staff needs including but not limited to  Hydrotherapy, Moving and handling, Team Teach, basic First Aid, PECS, SaL, Autism intervention;
9. Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

The above is not exhaustive and the post holder will be expected to undertake any duties  which may reasonably fall within the level of responsibility and the competence of the post  as directed by the Head Teacher.

**Any Special Conditions of Service:**

To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

School operates a no smoking policy.

Agreement to the Governing Body undertaking an Enhanced DBS check.

There may be a need to occasionally work outside of school hours and off school premises, as required by the school.

***We promote diversity and wish to reflect the population of Leeds within our school.***

***We are committed to safeguarding and promoting the wellbeing of all our pupils and expect staff and volunteers to share this commitment. Appointments would be subject to an enhanced DBS and two references, one from your present employer.***

**Person Specification**

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| KNOWLEDGE/QUALIFICATIONS | **Essential** | **Desirable** | **Mode of assessment** |
| Relevant Professional qualifications: CACHE Diploma in Childcare and Education, NNEB or BTEC Nursery Nurse NVQ Level 2 or above, B Ed, CACHE Diploma in Childcare Education, or other appropriate qualification / Experience.Very good numeracy/literacy skills (GCSE Maths and/or English grades D-G / CSE level 2)Knowledge of a range of factors which create stress for children and families.Current Knowledge of child protection issues and their roles and responsibilities in the protection of childrenKnowledge of strategies to support communication, including visual timetable, choice boardsKnowledge of working with children with differing needs e.g. ASCFirst aid trained or if not be prepared to undertake training and be on school first aid rota.Secure understanding of child development to support learningUnderstand key principles of safeguarding children in education and know how to raise concerns appropriately in a school setting.  | EEEEEEE | D DD | A / Ref / CertA/SP/CertA/SPA/SPA/SPA / SPA / SPA / SP / Ref |

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| Skills | **Essential** | **Desirable** | **Mode of assessment** |
| Able to communicate with a wide range of people individually, in groups and at all appropriate levelsAble to motivate children and sustain their interest in play activitiesAble to contribute to the teamAble to support the production of effective plans which supports children’s learning.Able to prepare written reports to support children’s development and well beingAble to offer positive support to children’s development and well beingAble to work in a responsive partnership with parents and carersAble to support children and families in a culturally sensitive, positive and non-judgemental wayAble to develop children with special educational needs in an inclusive settingAble to take and accept instructions/constructive criticism | EEEEEEEEEE |  | A/SPA/SPA/SPA/SPA/SPA/SPA/SPA/SPA / SP / R |

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| **EXPERIENCE** | **Essential** | **Desirable** | **Mode of Assessment** |
| Experience (professional) work in a school settingExperience of working in partnership with other agenciesExperience of working in close partnership with parents and carersExperience of dealing in matters relating to child protectionExperience of working directly with children with complex needs e.g. in a SILC, alternative provision or equivalent Experience of supporting staff to develop their practice | EE | DDDD | A/SP/RefA/SPA/SPA/SPA/SP |

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| **BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS** | **Essential** | **Desirable** | **Mode of Assessment** |
| Willing to abide by the Council’s Equal Opportunities Policy in the duties of the post, and as an employee of the Council.Willing to carry out all duties having regard to an employee’s responsibility under the Council’s Health and Safety PoliciesCommitment to client confidentialityCommitment to personal professional developmentWilling to take responsibility for one’s own action | EEEEE |  | A/SPA/SPA/SPA/SPA/SP |
| **OTHER CONDITIONS**To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.School operates a no smoking policy.Agreement to the Governing Body undertaking an Enhanced DBS Disclosure. |

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