



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Teaching Assistant (SEN / Special Needs)
Grade:	4
SCP:	SCP 13 – SCP 16
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

To work under direct instruction of specialist needs senior staff, usually in the classroom with the teacher. Provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Key Responsibilities

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Arrange medical/dental visits as appropriate.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Supervise pupils within individual, small group and whole school activities including lunchtime and breaks
- Following individual pupil care programmes, attend to their personal, social, emotional, health and hygiene needs on a daily basis and report any concerns to senior staff.
- Under the direct guidance of senior staff implement and provide support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Support assessment of pupils and discuss with senior staff.
- Support provision for pupils with additional needs.
- Under the direct guidance of senior staff implement and provide support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Promote and safeguard the welfare of children and young people you are responsible for or come into contact with.
- Emotional resilience in working with challenging behaviours.

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education / Behaviour Plans.
- Support pupils' access to learning using identified and prescribed strategies, resources etc.
- Report back to senior staff pupil responses in order that learning activities may be adjusted as appropriate.
- Under the supervision of senior staff observe pupils' responses and progress against targets

set and record using provided systems.

- Contribute to the teacher's recording and reporting of pupils' achievement, progress and other matters. On request gather appropriate evidence.
- Assist in keeping records and evidence of learning as agreed and with support from senior staff.
- Assist in following and implementing appropriate pupil behaviour management plans and programmes.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support for classroom activities e.g. produce worksheets for agreed activities etc.
- Establish positive relationships with parents/carers and staff.
- Clerical/admin support relating to simple classroom activities. e.g. collecting tuck

Support to Curriculum

- To provide support in literacy / numeracy / SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Implement agreed learning activities/teaching programmes under direction of senior staff.
- Under direction of teacher prepare and use specialist equipment, plans and resources to support pupils
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Be aware of the need for different teaching and learning approaches that support pupils' access to learning.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the Trust's climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust's Health and Safety policy.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Educated to GCSE Level or has equivalent numeracy/literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.
- First aid training as appropriate (e.g. emergency first aid course).
- Understanding of the SEND Code of Practice 2014
- Very good numeracy/literacy skills equivalent to GCSE C and above.
- NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge, skills and experience).

Experience / Knowledge / Skills

- Experience of working with pupils with additional needs.
- Supporting children's learning in a school or similar setting.
- Experience of the management and improvement of progress of students with SEND
- Understanding of relevant policies/codes of practice.
- Understanding of areas of learning, e.g. literacy, numeracy, science, SEND or relevant Key Stage.
- Well-developed interpersonal skills to be able to relate well to a wide range of people.
- Work constructively as part of a team whilst being able to demonstrate initiative.
- Able to communicate effectively orally and in writing.
- Effective use of ICT to support learning.
- Willing to work towards NVQ Level 2 and or NVQ Level 3 or recognised equivalent
- Understanding of relevant policies/codes of practice.
- Ability to relate to children and adults
- Understanding of areas of learning, e.g., SEN.
- Work constructively as part of a team.
- Good communication skills.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 28.09.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.