**Job Description**

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for students and provide general support to the teacher in the management of students and the classroom.

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| **Support for students** |
| * To attend to students’ personal needs, and implement related personal programmes, including social, behavioural, health, and physical care. * To support students with their hygiene, first aid and welfare. * To supervise and support students ensuring their safety and access to learning. * To establish good relationships with students, acting as a role model and being aware of, and responding appropriately to individual needs. * Promote the inclusion and acceptance of all students. * Encourage students to interact with others and engage in activities led by the teacher. * Encourage students to act independently as appropriate. |
| **Support for the Teacher** |
| * Prepare classroom, as directed, for lessons and clear afterwards and assist with the display of students work. * Be aware of student progress and achievements and report to the teacher as agreed. * Undertake student record keeping as requested. * Support the teacher in managing student behaviour, reporting difficulties as appropriate. * Gather/report information from/to parents/carers as directed. * Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc. |
| **Support for the Curriculum** |
| * To support students to work towards their IEP targets. * To support students to understand instructions. * To support students in respect of local and national learning strategies e.g. literacy, numeracy, as directed by the teacher. * Support students in using basic ICT as directed. * Prepare and maintain equipment/resources as directed by the teacher and assist students in their use. |
| **Support for the School** |
| * Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. * Contribute to the overall ethos/work/aims of the school. * Appreciate and support the role of other professionals. * Attend relevant meetings as required. * Participate in training and other learning activities and performance development as required. * Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes. * Accompany teaching staff and students on visits, trips and out of school activities as required. * To attend training as directed by the senior leadership of the school. |
| **Safeguarding** |
| * To ensure the safety and wellbeing of Brentwood students at all times. * To always comply with Brentwood’s safeguarding policy * To be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. |
| **Specific SEN role** |
| Teaching Assistants paid on the SEN Pay bands can also be asked to undertake any or all of the following:   * Dealing with complex behaviour/emotional needs; * Dealing with complex physical, health care and personal needs, including moving and handling and competence training for carrying out medical procedures for individual children; * Support complex sensory needs; * Attend appropriate in service training as required to address the complex needs of the students; * Communicate with parents/carers and other professionals around complex issues/needs; * Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions. |

**Closing Date: Friday 5th April 2024**

**Person Specification**

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| **Qualifications:** | **Desirable** | **Essential** |
| Willingness to take part in relevant TA training courses |  | / |
| Teaching Assistant Qualification or equivalent | / |  |
| Relevant Experience | / |  |

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| **Specialised Training** | **Desirable** | **Essential** |
| Training in the relevant strategies e.g. Team Teach, Basic Hygiene, Sign Language, Feeding Programmes, Literacy Strategies | / |  |
| Willingness to undertake any of the above training |  | / |

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| **Key Skills** | **Desirable** | **Essential** |
| Understanding of the specific needs of students with SLD, PMLD and Autism. | / |  |
| Ability to relate well to children and adults |  | / |
| Good Numeracy and Literacy Skills |  | / |
| Effective use of ICT to support learning | / |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  | / |
| Ability to maintain confidentiality and discretion at all times |  | / |
| Positive attitude to overcoming problems |  | / |
| Commitment to the highest possible standards for students with learning difficulties |  | / |
| Willingness to continually work to improve standards |  | / |
| Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  | / |

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| **Key Knowledge** | **Desirable** | **Essential** |
| Understanding of safeguarding procedures |  | / |
| Basic understanding of relevant polices/codes of practice and awareness of relevant legislation | / |  |
| Basic understanding of national/foundation stage curriculum and other basic learning programmes/strategies | / |  |
| Basic understanding and commitment to high standards of hygiene and infection control |  | / |
| Basic understanding of child development and learning |  | / |
| Positive approach and understanding of issues related to disability and learning difficulties |  | / |