

JOB DESCRIPTION

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.

Job Title:	Teaching Assistant - SEN Level 3
Grade:	5
Salary:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Principal

Statement of Purpose

To work, under guidance of the Class Teacher and SENCo, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Assist teachers in the following:

Supporting Pupils

- Support provision for pupils with additional needs.
- Support assessment of pupils and discuss with senior staff.
- In conjunction with the teacher/SENCo the development and implementation of Individual Education and plans.
- Provide 1:1 mentoring for pupils and provide support for distressed pupils under the guidance of the SENCo/Senior Teaching Assistant.
- Under the direct guidance of senior staff implement and provide support to pupils to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.
- To contribute to raising standards by ensuring high standards as promoted for pupils

Support for the Teacher

- Support pupils' access to learning using appropriate strategies, resources etc.

- Report back to senior staff pupil responses in order that learning activities may be adjusted as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Contribute to the teacher's recording and reporting of pupils' achievement, progress and other matters. On request gather appropriate evidence.
- Assist on keeping records and evidence of learning as agreed and with support from senior staff.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Establish constructive relationships with parents/carers and exchange information.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.

Support for the Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Assist with providing access arrangements for pupils taking internal and external tests and exams.
- Work with small withdrawal groups or individuals, under the direction of a teacher.
- Be aware of the need for different teaching and learning approaches that support pupils' access to learning.

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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Recognise own strengths and areas of expertise.

¹ Every effort should be made to ensure support is within contractual hours

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

PERSON SPECIFICATION

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	Experience <ul style="list-style-type: none"> • Three years experience of working to support children's learning, gained in a relevant environment. • Experience of working with pupils with additional needs. 	
	Qualifications/Training <ul style="list-style-type: none"> • Very good numeracy/literacy skills equivalent to GCSE C and above. • NVQ 3 for Teaching Assistant (or recognised equivalent qualification). 	
	Knowledge/Skills <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of areas of learning, e.g. literacy, numeracy, science, SEN. • Understanding of principles of child development and learning processes and in particular, barriers to learning. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Excellent 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. • Good communication skills. 	
	Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. 	

	<ul style="list-style-type: none"> • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

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.