

Grading

Job Description and Employee Specification

<u>Job Title:</u> SEND Teaching Assistant (Level 2)	<u>Service area:</u> Learning Skills and Culture - Schools
<u>Post Number:</u>	<u>Division:</u> Schools
<u>Grade: 4</u>	<u>Business Unit/Section:</u>
<u>Overall Purpose of Job:</u> <p><i>To assist in the planning, teaching, and assessing the differentiated curriculum and in developing, implementing, and evaluating individual EHCPs, education plans and individual behaviour plans, under the general direction of the teacher.</i></p> <p>We are a happy, outdoorsy and adventurous school and we are looking to add to our inclusive team.</p> <p>We are looking for a skilled staff member of staff to work alongside pupils who have a SEND need or EHCP. Collaborating with teachers and the school SENCo in delivering programmes of teaching and learning activities and emotional wellbeing support for children with Special Educational needs and ensuring the effective delivery of support as outlined by EHCP.</p> <p>The primary focus is to undertake educational activities with individuals, within a framework agreed with and under the overall direction and supervision of a qualified teacher.</p> <p>We are particularly interested in hearing from candidates who have experience working with Thrive or ELSA practices.</p> <p>The right member of staff will also support in the delivery of the phonics curriculum to SEND pupils. We use the Read Write Inc programme for phonics. However, full training will be given at the point of employment.</p>	
<u>Main Responsibilities:</u> <ul style="list-style-type: none"> Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities. Assists with general administration and supports classroom management, including creating learning materials. Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher. 	

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- Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school or early years setting.
- Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.
- Supervises pupils in small group or one to one learning activities in school away from the main teaching area, following appropriate risk assessment.
- Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
- Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions.
- Implements speech and language development activities, physical development activities and mobility activities, using mechanical hoists when necessary.
- Administers medication following clearly defined LEA/school procedures and follows basic first aid procedures as necessary.
- Assists pupils with personal self-care.

Knowledge, Skill and Experience Required:

- Communication skills, including facility with visual communication systems.
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline.
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.

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Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupil personal needs and communication.
- Communicates effectively with teachers, other professionals, and parents whenever the need arises and recognises the need to communicate.
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

Decision Making:

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress.
- Responds appropriately to pupil attempts to communicate needs.
- Communicates information effectively to teachers, other professionals, and parents whenever the need arises.

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Contacts and Relationships:

Teachers

- Contributes to their planning, teaching, and assessing the curriculum – daily.

Pupils

- Enables access to the planned curriculum and meets personal and social needs – daily.

Leadership group of the school

- Takes part in departmental or whole school meetings – weekly.

Other staff

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers – daily

Other Professionals

- Provides information about pupil progress, strategies, and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations – weekly.

Parents

- Shares information about class activities, pupil progress and family needs – irregularly
- Shares information about pupil progress with inclusion programmes – weekly

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

None

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

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POST NUMBER

JOB TITLE

HOURS PER WEEK

	ESSENTIAL	DESIRABLE	How measured in recruitment & selection
EXPERIENCE	<p>Recent experience of working with children in a school setting.</p> <p>Experience of pupils who have both learning and behaviour problems limiting their academic progress</p>	<p>Involved with planning & delivery of curriculum and planned interventions to comply with needs as outlined in provision mapping and personal targets.</p> <p>Experience working with ELSA and or Thrive practices to support behaviour and learning</p> <p>Working with SEN pupils, dealing with relevant paperwork</p>	<p>Application form</p> <p>Interview</p> <p>References</p>
EDUCATION, TRAINING, QUALIFICATIONS	<p>Good personal secondary education</p> <p>Childcare qualification (e.g. Cache L2 or equivalent)</p> <p>Some evidence of specialist training in areas of SEN or willingness to be trained.</p> <p>GCSE Maths and English grade C or above or equivalent.</p>	<p>Basic 4 day TA training course or equivalent</p> <p>Training in delivery of specific learning programmes and/or knowledge of behaviour strategies such as positive solutions.</p>	<p>Application form</p> <p>Certificates</p> <p>Interview</p>
SKILLS AND KNOWLEDGE	<p>Good communication & interpersonal skills</p> <p>Strong organisational skills</p> <p>ICT competency</p> <p>Ability to maintain confidentiality at all times.</p> <p>Understanding of what safeguards are necessary to ensure the safety</p>	<p>Excellent time management</p> <p>Understanding of child development and personal needs</p> <p>Understanding of individual learning styles</p> <p>Good literacy and numeracy skills</p> <p>Knowledge of strategies which promote good behaviour and</p>	<p>Application form</p> <p>Interview</p> <p>Certificates</p> <p>References</p>

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	of children.	discipline. Ability to respond to “on the spot incidents” as and when they arise. Ability to adapt to changing situations. Basic knowledge of child protection legislation, procedures, and staff responsibilities Knowledge of library management systems. (although training will be provided)	
ADDITIONAL ASPECTS OF THE POST	Willingness to participate fully in the life of the school.	Willingness to help organise social/fundraising events. Be responsible for the organisation and delivery of the cycling proficiency initiative (training can be provided if necessary)	Application form Interview

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** ☐
- Political restriction **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐

Employee: (signed) _____	(print) _____	Date: _____
Manager: (signed) _____	(print) _____	Date: _____