

# Teaching Assistant SEN/General Specification/Named Child



## Job details

<b>Job title:</b>	Teaching Assistant Named Child
<b>Salary:</b>	NJC Level 2, point 5-6, £23500 - £23893 per annum full time equivalent (pro-rata term time working)
<b>Hours:</b>	Full Time 27.1 hours per week, term time only
<b>Contract type:</b>	full-time Named Child
<b>Reporting to:</b>	SENCO/Headteacher/Assistant Headteacher

**Please note that the post holder will be required to work for 1 hour per day as a Midday Supervisor in addition to the role above payable at Level 1a, Point 2-3 (£22366 - £22737 FTE, pro rata).**

## Main purpose

The TA will:

- Work alongside parents, class teacher, SENCO and specialist professionals to implement agreed programmes of work for individual pupils as required, in and out of the classroom. This may include intimate care of particular pupils
- Promote independence, self-esteem and social inclusion
- Give support to pupils, working individually and within groups, to support access to the curriculum, take part in learning and experience a sense of achievement

## Duties and responsibilities

### Teaching and learning

- Establish a constructive working relationship with pupils and parents.
- Demonstrate an informed and efficient approach to supporting children with Special Educational Needs and disabilities (SEND)
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teacher and SENCO to plan and deliver a differentiated programme to match the SEN of individual pupil
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Deliver appropriate learning activities to pupils, promoting self-esteem and confidence
- Observe pupil performance and pass observations on to the class teacher and SENCO
- Accompany children on educational visits

### Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress
- Read and understand lesson plans and reports provided by outside agencies as needed
- Prepare the teaching space for lessons

- Develop expertise in pupils' areas of need and advocate for them where provision could be better matched

### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher and SENCO
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- To be aware of confidential issues linked to the pupil, home and school
- Make a positive contribution to the wider life and ethos of the school
- Attend regular training offered by the school that is pertinent to the role
- To carry out break duty supervision in accordance with the rota
- To carry out any other tasks, as reasonably directed by the Head Teacher

### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Participate in regular First Aid training
- Be aware that challenging behaviour can be part of an individual's SEN and demonstrate how to implement the schools behaviour policy in line with STEPs guidance
- Look after children who are upset or have had accidents, recording these in accordance with the schools policy
- Follow the schools guidelines for Intimate Care (where appropriate)

### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

### **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The TA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

NB: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Person specification

CRITERIA	QUALITIES
<b><u>Desirable</u></b> <b>Qualifications and experience</b>	GCSEs at grades 9 to 4 (A* to C) including English and Maths Experience of working with children with Special Educational Needs.
<b><u>Essential</u></b> <b>Skills and knowledge</b>	Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils, particularly those with autism and/or behavioural difficulties Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Active listening skills The ability to remain calm and to de-escalate stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly using ICT to support learning Understanding of roles and responsibilities within the classroom and whole school context
<b>Personal qualities</b>	Enjoyment of working with children Sensitivity and understanding, to help build good relationships with pupils and parents Optimistic, problem solving approach to difficulties and setbacks Resilience and determination to persevere A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding pupil's wellbeing and equality The ability to work as part of a team

### Notes:

This job description may be amended at any time in consultation with the postholder.

