

Job Description**Title****SEN TEACHING ASSISTANT
– SPECIAL SCHOOL****Grade 3 scp 5 – 7****School:**St Giles School
Babworth Road
Retford
Nottinghamshire
DN22 7NJ**Post Ref**

SG TA3 March23

**St Giles School**
No Dreams Are Out of Reach**Job Purpose**

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils identified as having severe learning difficulties including complex and multiple special education needs and those with challenging behaviour, in a range of different learning situations and settings. Work may be carried out in the classroom or outside the main teaching area.

Key Responsibilities

1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. Planning and providing practical assistance in relation to identified physical needs
3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
4. Establishing a constructive relationship with pupils and interacting with them according to individual needs
5. Promoting the inclusion and acceptance of all pupils
6. Encouraging pupils to interact with others and engage in activities led by the teacher
7. Setting challenging and demanding expectations and promoting self-esteem and independence
8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher
9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
11. Assisting with the planning of learning activities
12. Monitoring pupils' responses to learning activities and accurately recording achievements/progress as directed
13. Providing detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
15. Working as part of a team to meet the health needs of pupils, including the administration of medication, feeding, and following therapeutic plans
16. Establishing constructive relationships with parents/carers
17. Administering routine tests and invigilating exams and undertaking routine marking of pupils' work

18. Working with and acting upon guidance provided by teachers and other professionals such as Inclusion Services, Speech Therapists, Physiotherapists, Occupational Therapists, Moving and Handling Specialists
19. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc
20. Assisting the teaching staff in the smooth transition between educational phases
21. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22. Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
23. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
24. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
25. Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
26. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

General Responsibilities

27. Be aware of and comply with school policy and procedures
28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
29. Contribute to the overall ethos/work/aims of the school
30. Appreciate and support the role of other professionals
31. Attend relevant meetings as required
32. Participate in training and other learning activities and performance development as required
33. To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
34. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
35. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
36. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
37. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Person Specification

Education and Knowledge

1. Good literacy and numeracy skills gained from general education to GCSE C grade or equivalent qualification (D)
2. NVQ level 3 for Teaching Assistants or equivalent qualification (E)
3. Additional relevant specialist training (D)

Experience

1. Experience of supporting children in a classroom environment (E)
2. Experience of establishing positive relationships with children and parents/carers (E)
3. Experience of working as part of a team (E)
4. Working knowledge of national curriculum and other relevant learning programmes/strategies (E)
5. Working with children and young people who have a special educational need and/or disability (E)
6. Supporting people implement personal care plans (eating, continence, toileting etc) to increase independence and participation (E)
7. Delivering interventions or programmes (D)
8. Use of specialist equipment, such as hoists, and slings (D)
9. Supporting people implement personal care plans (eating, continence, toileting etc) to increase independence and participation (E)
10. Experience in delivering first aid, medication, and physical intervention/behaviour management strategies. (candidates must be willing to deliver these areas also take part in activities such as PE, drama, dance and swimming)

Personal qualities, skills and general competencies

1. Reliable (E)
2. Committed to supporting children and young people with special educational needs (E)
3. A commitment to promoting equal opportunities and meeting individual needs. (E)
4. Reliable, hardworking, well humoured and patient (E)
5. Ability to work in a team to inspire and motivate (E)
6. Ability to follow instructions and work to deadlines under own initiatives. (E)
7. Awareness of confidentiality. (E)
8. Able to manage time effectively. (E)
9. Ability to be flexible to meet the needs of the children. (E)
10. Effective communication, interpersonal and organisational skills. (E)
11. Ability to use ICT to store and retrieve data, the internet and email to support pupils' learning and personal development. (E)