Knowle DGE Academy, Novers Road, Bristol, BS4 1QY

Job Description: SEND Teaching Assistant (Learning Facilitator)

Grade: 5 SCP 7-11

MNSP 5 SP 11-17. £29,071 - £32,046 pro rota.

Responsible to: Classroom Teacher/Tutor/Head of Department

Hours of Work: Term Time Monday to Friday

8.30am - 3.30 Monday, Tuesday, Thursday
8.30-4.30 Wednesday
8.30-2.30 Friday

32.5 Hours per week

Term time only, including INSETS

Job Purpose:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher or SENCo in the whole planning cycle and the management/preparation of resources. Staff may also supervise small groups occasionally.

Main Duties & Responsibilities:

Support for Pupils

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, as appropriate.
- Supervise and support pupils ensuring their safety and access to learning in small groups or on a 1:1 basis.
- Develop a good knowledge of pupils' individual special educational needs and implement appropriate strategies as outlined on the students' profile (EHCP, PSP, PLIMS).
- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development of student profiles, target action plans and individual intervention plans.
- Establish constructive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils.

- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- To provide pastoral support for pupils, within an agreed system of supervision.

Support for Teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.
- Supervise whole classes including tutor groups occasionally, during the short term absence of the teacher or tutor, register students, delivering set activities and maintaining good order.
- Support the role of the tutor, including the delivery of small group activities or mentoring within an agreed system of supervision.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes including 1:1 and small group interventions adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

School Support & General

- To attend all department meetings and relevant staff meetings
- To attend all training courses as directed
- To participate in the School's Performance Management Review process and make use of professional development opportunities.
- To play an active and positive role including trips and extra curricular activities
- To familiarise yourself with the working practices of the Department and adhere to them at all times
- To maintain confidentiality according to organisation and legal requirements.
- To be aware of equal opportunities policies and principles and health & safety regulations
- The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager
- To undertake other duties that can be reasonably expected of and are relevant to the level and nature of the post

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. As an all through setting, staff may be required to work in any of the departments.

Physical Effort & Working Environment

- The postholder will be expected to undertake bending, stretching and lifting in the course of their duties e.g. preparing the classroom, displaying pupils work, assisting pupils during lesson times, engaging in activities led by the teacher. There may be an increased level of physical effort required for children with personal or specialist needs.
- During occasional periods of supervision, there will be an expectation that the postholder will be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

Personal Specification

It is expected that the successful candidate would possess the following attributes:

Essential
Evidence of a good basic education, especially in English and Maths
Knowledge of a range of SEN needs
A friendly and courteous manner.
The ability to plan and implement effective actions for pupils eg interventions
Ability to relate well to both children and adults
Experience in working with young people at either KS1/2/3/4 or 5
NVQ 2 for Teaching Assistants or equivalent qualification or experience plus completion of the DfES Teacher Assistant Induction Programme
Be able to demonstrate experience of using a number of learning strategies whilst working with a range of children with complex needs and take responsibility for delivery of an educational programme with minimum supervision only.
Understanding of principles of child development and learning processes and in particular, barriers to learning

Basic understanding and use of technology ie Microsoft Office, Google, Internet, email, use of photocopiers etc
Evidence of working constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Training in the relevant strategies e.g. literacy or numeracy or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English etc.
Ability to self-evaluate learning needs and actively seek learning opportunities
Desirable
Appropriate knowledge of general first aid
Clean driving licence
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies/codes of practice.
Experience of working with pupils with a range of SEN needs eg SEMH, SLCN, MLD, ASD
A relevant, recognised qualification such as the NVQ Level 3 for Teaching Assistants, Level 3 Diploma in Child Care and Education, the NVQ Level 3 Childcare in Education, the City and Guilds Advanced Certificate in Learning Support (A relevant professional qualification e.g. Teaching, Social Work or Nursing would be treated as equivalent for these purposes.) or the post holder should have HLTA status. **AND** a minimum of 2 years recent, relevant experience, which demonstrates the postholder, has applied a wide range of strategies supporting children and successful experience of delivering education programmes over a longer period, e.g. 6 – 8 weeks, with minimum supervision only.

Midsomer Norton Schools Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check is required prior to appointment.

Post Holder:

Name:

Signature: _____

Date: _____