

SURLINGHAM PRIMARY SCHOOL PRIMARY SCHOOL JOB DESCRIPTION

SEND INTERVENTION TEACHING ASSISTANT

Line Managers job title:	Head Teacher
Salary:	Pro Rata Salary £9,511 - £9,992 per annum FTE: £25,185 – £25,989 annum Point 4-6 of the Support Staff Salary Scale
Tenure:	Permanent
Contract type:	Term Time plus 1 week

THE POST

Surlingham Primary School Primary School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 13 primary and 9 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Teaching Assistant.

THE POST

Surlingham Primary School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 13 primary and 9 secondary schools.

We are looking for a hard-working, enthusiastic and positive person with high standards and the ability to communicate and interact effectively with others to join our school as a Teaching Assistant.

The successful candidate will work as part of our committed school team, supporting high-quality teaching and learning across the school. The role will include working alongside class teachers to support pupils within the classroom, as well as delivering targeted interventions to individuals and small groups.

Interventions will include support for pupils with SEND as well as wider academic and pastoral interventions designed to help all pupils make good progress from their individual starting points.

THE POST

As a Teaching Assistant, you will work under the direction of class teachers and the SENDCo to support the learning, progress, wellbeing and inclusion of pupils. You will provide effective classroom support, working with individuals and groups of pupils to help them engage successfully with teaching and learning. You will also lead and deliver planned interventions, including both general academic interventions and targeted provision for pupils with additional needs.

Interventions may include, but are not limited to:

- Reading, phonics and spelling
- Writing and handwriting
- Numeracy and mathematical skills
- Specific Learning Difficulties (SpLD)
- Speech, language and communication
- Working memory
- Motor skills
- Social, Emotional and Mental Health (SEMH)
- Emotional regulation
- Sensory needs
- Wider curriculum catch-up and consolidation

The balance between classroom support and intervention work will be determined by the needs of pupils and the school.

You will be expected to:

- Support class teachers in delivering high-quality teaching and learning.
- Work with individuals and groups of pupils within the classroom to support engagement, understanding and progress.
- Deliver planned interventions to individuals and small groups.
- Adapt activities and resources, under the direction of the teacher or SENDCo, to meet the needs of individual pupils.
- Support pupils to develop independence and confidence in their learning.
- Monitor pupils' participation, progress and responses to intervention and classroom activities.
- Provide effective feedback to teachers and other relevant staff about pupils' progress, achievements and areas requiring further support.
- Maintain appropriate records relating to interventions and pupil progress.
- Contribute to the review of interventions and provision to ensure they are having a positive impact on pupil outcomes.
- Share effective strategies and approaches with colleagues where appropriate.

PERSON SPECIFICATION

The professional competencies expected of the Teaching Assistant include:

- A positive, resilient and flexible approach to working as part of a team.
- A child-centred approach, with a commitment to ensuring that all pupils are supported to achieve their potential.
- High expectations for pupils' learning, behaviour and personal development.
- The ability to build positive and supportive relationships with pupils.
- Excellent communication and interpersonal skills with pupils, colleagues, parents/carers and other stakeholders.
- The ability to work effectively under the direction of class teachers and the SENDCo, while also showing initiative when appropriate.
- An understanding of how Teaching Assistants can effectively support teaching and learning without creating dependency.
- Experience of supporting children within a primary or mainstream school environment.
- Experience of working with individuals and small groups of pupils.
- Experience of delivering interventions or targeted learning activities.
- An understanding of SEND and inclusive practice within a mainstream setting.
- The ability to adapt support to meet a range of learning, communication, social and emotional needs.
- Good organisational skills and the ability to maintain accurate records.
- A willingness to undertake relevant training and professional development.

JOB SPECIFICATION

The following provides a non-exhaustive list of the specific responsibilities associated with the role. The post holder will also be required to undertake other duties and responsibilities that may reasonably be required and to carry out such duties as the Headteacher, class teacher or SENDCo may reasonably direct from time to time.

Vision and Purpose

- To support high-quality teaching and learning and enable all pupils to access the curriculum successfully.
- To provide effective classroom support which promotes pupils' engagement, independence and progress.
- To provide timely and effective interventions for pupils who require additional support or consolidation.
- To support adaptive and personalised provision for pupils with additional needs, including SEND.
- To contribute to a safe, caring and purposeful learning environment in which all pupils can flourish.
- To promote pupils' confidence, independence, resilience and positive attitudes towards learning.

General Responsibilities

- To work under the direction of class teachers to support the day-to-day teaching and learning of pupils.
- To provide appropriate support to individuals and groups during lessons, helping pupils to understand tasks, remain engaged and make progress.
- To reinforce learning introduced by the class teacher and provide opportunities for pupils to practise, consolidate and apply their knowledge and skills.
- To support teachers in adapting resources and activities to enable pupils with differing needs to access learning.
- To prepare resources and support the organisation of the learning environment as required.
- To deliver individual and small-group interventions for identified pupils, including academic, SEND and pastoral interventions.
- To deliver established intervention programmes where appropriate and following relevant training.
- To support the provision identified for pupils with an Education, Health and Care Plan (EHCP), where appropriate.
- To use clearly structured teaching and learning activities to interest and motivate pupils and advance their learning.
- To monitor pupils' participation, progress and responses to learning activities and interventions, providing constructive feedback to teachers and other relevant staff.
- To modify approaches, within agreed parameters, to meet individual or group needs.
- To contribute to the Graduated Approach for pupils with SEND, under the direction of the SENDCo and class teacher.
- To support pupils in working towards personalised and/or SMART targets where appropriate.
- To maintain accurate records of interventions and contribute to evaluating their impact on pupil progress.
- To communicate effectively with teachers regarding pupils' achievements, progress, engagement and any barriers to learning.
- To use a range of positive behaviour management strategies, in line with the school's policies and procedures, to contribute to a purposeful learning environment.
- To encourage pupils to interact and work cooperatively with others and to engage positively in learning.
- To model and promote the positive values, attitudes and behaviours expected within the school.
- To support pupils in developing independence, self-awareness, confidence, self-worth and self-discipline.
- To encourage the acceptance and inclusion of all pupils, including those with special educational needs and/or disabilities.
- To contribute to the safety, welfare and safeguarding of all pupils in accordance with school policies and procedures.
- To share effective strategies and good practice with colleagues where appropriate.

- To work collaboratively with teachers, the SENDCo and, where appropriate, external professionals to support pupil progress and development.
- To participate in relevant training, meetings and professional development to continually improve practice.

Safeguarding Children

In accordance with the Academy's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Academy. You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have satisfactory Enhanced DBS clearance. Your role requires you to always observe and maintain appropriate professional boundaries and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and always despatch your duty of care appropriately.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the Surlingham Primary School Primary School or to the health and personal affairs of learners and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

General Data Protection Regulation (GDPR)

The post holder will hold and process any personal data including sensitive (special category) personal data relating to learners and parents / carers in accordance with our legal obligations, for the purposes of safeguarding and child protection and in the manner set out in the Privacy Notice for parents and learners and in accordance with our Data Protection Policy which can be accessed via the PA to the Headteacher at your request.

Freedom of Information

The post holder must be aware that any information held by the Academy in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Academy's policies and procedures.

Physical Demands

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for

disabled job applicants or continued employment for any employee who develops a disabling condition.

Surlingham Primary School Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

HOURS OF WORK

Paid Weeks per year	Term time plus one week (39 weeks in total)
Hours per week	Part Time 8:45-12:00 per day
Normal working Pattern	Monday – Friday 8:45-12:00 Hours will be expected to work flexibly in order to attend a weekly staff meeting on the designated day.
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
CPD Days	Your working hours do not include the automatic requirement to work on published CPD days if this is not a contractual day, but you will be required to attend mandatory training and, in these cases, the additional hours may be claimed on a timesheet, where not already paid under another contract.

The post-holder will be auto enrolled to join the Teachers' pension scheme.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.