

**JOB DESCRIPTION**

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| **JOB TITLE** | Teaching Assistant – SEND Support |
| **GRADE** | A1 – A14 £15,485 - £21,922 (FTE)  Salary to be pro-rata for part time or term time working) |
| **DEPARTMENT** | Inclusion |

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| **JOB PURPOSE:**  To work under the guidance of the Area Leader for Inclusion to support the progress and well-being of a group of students through targeted in-class support and through planning, implementing and monitoring specific intervention programmes. |

**KEY TASKS**

1. Establish positive and productive working relationships with students and actively promote the inclusion of all students.
2. Encouraging student development via supported independence, communication skills, play, self-esteem and relationships with others
3. Work with teachers in planning, evaluating and adjusting work programmes/intervention strategies as appropriate
4. Monitor and evaluate students’ response to these learning activities through observation and recording achievement against pre-determined learning objectives. Provide feedback to teachers and students.
5. Committed to finding inclusive approaches to inspire students and the ability to implement effective interventions that raise attainment.
6. Be responsible for keeping records and updating systems as required by the department. Undertake marking of students’ work and recording achievement/progress.
7. Liaise and build positive relationships with parents, staff and outside agencies where necessary
8. Plan and implement high level, time-limited interventions against specific targets for small groups or on a one to one basis
9. Monitor, evaluate and record impact of interventions
10. Attend and participate in training and meeting
11. To support students with specific linguistic, emotional, social and learning needs to access learning, cope effectively in the learning environment and make progress.
12. To encourage specific learners to become independent, collaborative learners.
13. To promote the inclusion and acceptance of all students within the learning environment.
14. To work with teachers/area TAs in supporting lessons and adapting resources as appropriate to meet the individual needs of the student/s.
15. To monitor the progress and attainment of SEN learners.
16. Produce learning and assessment materials.
17. Assist with the supervision of student/s out of directed lesson time, including before and after school if appropriate and within working hours.
18. To attend meetings to contribute to the discussions about individual students.
19. To communicate sensitively and effectively with parents/carers.
20. To attend parents/carers’ meetings as required, to contribute to the discussions about individual student’s progress.
21. To set up equipment and resources ready for specific learners.
22. To act as a ‘key person’ for allocated students as part of the whole Academy Inclusion strategy.
23. To support the Academy Inclusion strategy through the completion of regular observational notes on learners with SEN.

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| **STANDARD DUTIES** | |
| 1. | Promote and implement equality and diversity |
| 2. | Adhere to legislation and the Academy’s policies and procedures |
| 3. | Due regard to safeguarding and promoting the welfare of children and young people. |
| 4. | Participate in performance reviews and professional/personal development activities. |
| 5. | Will model the Academy’s values at all times to generate a shared purpose |
| 6. | Respect confidentiality. Confidential information to be kept in confidence and not released to unauthorised persons. |
| 7. | To undertake any other duties as appropriate, commensurate with the grade of the post. |

**CONTACTS**

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| All employees and contractors on site  Senior Leadership Team |

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| **RELATIONSHIP TO OTHER POSTS** | |
| Responsible to: | Area Leader Inclusion |
| Responsible for: | NO STAFF RESPONSIBILITIES |

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| **SPECIAL CONDITIONS**  Enhanced DBS Check for a Regulated Activity. |

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|  | **DATE** | **NAME** | **POST TITLE** |
| **PREPARED** | February 2018 | John Rowlands | Principal |



**PERSON SPECIFICATION**

**SEND Teaching Assistant**

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|  | **Selection criteria (Essential)** | **Selection criteria (Desirable)** | **How to be Assessed** |
| **Education & Qualifications** | Good level education up to the equivalent of Level 3/A-Level qualifications. | Further and/or higher education qualifications  Other relevant professional qualifications | AF, T, C |
| **Experience** | Experience of working with SEN learners  Experience of working as a Teaching Assistant or equivalent experience of working with children and young people  Knowledge of a range of strategies to encourage learners to access learning, communicate effectively and to develop their use of English.  Understand the Code of Practice and its implications for schools.  Have experience of working with external agencies to inform good practice. |  | AF, T, I |
| **Skills & Abilities** | Ability to use Information and Communication Technology (ICT) effectively  Ability to support the production of learning resources to meet the individual needs of the students  Ability to communicate effectively and develop professional relationships internal colleagues  Ability to liaise sensitively and effectively with parents and carers, recognising their roles in students’ learning.  Ability to communicate effectively and sensitively with students to support their learning.  Ability to work flexibly and independently to support the learning and well-being of learners within the Academy.  Ability to work effectively as a team member. |  | AF, T, I |
| **Knowledge** | Knowledge of specific special educational needs and experience of providing effective support. |  | AF, T, I |
| **Work Circumstances** | Enhanced DBS Check for a Regulated Activity  Take annual leave out of term time, i.e. in school holidays |  | I  I |

AF – application form, T- test, I – interview, C – certificate

*N.B. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview*