

**Job Description**

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| Role | SEN Teaching Assistant  Full Time |
| Job Purpose | * To support and enable pupils with a range of learning difficulties and additional needs * To provide support to other pupils in the class or in the wider school if required |
| Accountable to | The Headmaster via the Deputy Head and SENCo |
| Responsible for: | Provision of in-class, one-to-one and small group support to a range of pupils with learning difficulties. |
| **Accountabilities** | |
| Policy/Strategic direction and development | * Contributing to whole school policy-making as required by the Head. |
| Leadership & management of others | * N/A |
| Teaching and Learning | • withdraw individuals (or groups) as required to help them achieve individual targets  Promoting the general progress and well-being of assigned pupils  • Making records of and reports on the personal and social needs of pupils (as necessary) and academic progress  • Supporting teaching staff by attending assemblies, registering the attendance of pupils and supervising pupils as necessary, whether these duties are to be performed before, during or after school sessions.  • Participating in meetings arranged for any of the purposes described above. |
| Pastoral | * Ensuring a commitment to safeguarding and promoting the welfare of children. |
| Extra-curricular activities & other duties | • Organising and participating in extra-curricular activities (e.g. clubs, activities, residential trips, inter-house activities, etc)   * Undertaking before school/break/lunch/after school duties as assigned |
| Marketing and external links, including public occasions | • Communicating and co-operating with persons or bodies either internally or outside the school (as necessary) |
| Management of resources | * Assisting in ensuring that all resources are fit for purpose and used in accordance with health and safety guidelines |
| Monitoring, evaluation & assessment | * Providing or contributing to oral and written assessments, reports and references relating to assigned pupils |
| Training & development of self and others | * Keeping up to date with current trends in the teaching of children with learning support needs * In liaison with line manager, setting personal targets and take responsibility for own continuous professional development. * Promoting the sharing of good practice |
| General requirements – All school staff are expected to:- | * Work towards and support the school vision and the current school objectives outlined in the School Development Plan. * Contribute to the school’s programme of extra-curricular activities. * Support and contribute to the school’s responsibility for safeguarding students. * Work within the school’s H&S and First Aid policies to ensure a safe working environment for staff, students and visitors * Work within the school’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. * Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. * Engage actively in the annual performance review process. * Adhere to policies as set out in staff handbook. * Undertake other reasonable duties related to the role as required from time to time. |
| Review and Amendment | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

**Person Specification**

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| **Skills Required** | |
| Organisational skills: the ability to work in an effective way to meet targets and deadlines | Essential |
| Teamwork: the ability to work collaboratively with others | Essential |
| Communication skills: the ability to make points clearly and understand the views of others | Essential |
| Decision making skills: the ability to solve problems and make decisions | Desirable |
| Self-management skills: the ability to plan time effectively and organise oneself well | Desirable |
| Interpersonal skills: the ability to be an enabling and effective team leader | Desirable |
| Coaching & Leadership skills: the ability to evaluate the work of others and enable their development | N/A |
| Analytical skills: the ability to analyse data and information to identify patterns and trends | N/A |
| Strategic skills: the ability to formulate strategies for improved learning | N/A |
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| **Knowledge Base** | |
| Excellent subject knowledge | Essential |
| Excellent professional knowledge and understanding | Desirable |
| Understanding of national curricular requirements of the subject. | Desirable |
| Up to date with professional developments in the subject and other aspects of education | Desirable |
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| **Qualifications/Attainment** | |
| OCR Level 5 or equivalent | Essential |
| Good standard of Maths & English | Essential |
| Experience in a school or college environment | Essential |
| Good honours degree | Desirable |
| Post graduate qualifications, Masters degree/ post graduate diplomas | N/A |
| Experience as a Teacher, Coach or Tutor | Desirable |
| Experience of organising or participating in extra-curricular activities | Desirable |
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| **Attitude/approach** | |
| A positive attitude and approach to change and development | Essential |
| A a ‘can-do’ attitude and a willingness to get involved | Essential |
| Flexible and firm with the ability to know when to be either | Essential |
| Enjoy rising to the challenges inherent in a school environment | Essential |
| Ability to enthuse children and adults | Essential |
| Lifelong Learner | Desirable |

*Last Reviewed – March 2017*