

<b>SPRINGWEST ACADEMY JOB DESCRIPTION</b>
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**Job Title : Teaching Assistant (SEN Support)**

**Grade : SC5**

**Hours : 35 hours per week / 39 weeks term time only**

Posts at SC4 would involve supporting student(s) in the classroom under the close supervision and direction of the teacher. Support would be in the form of encouraging, prompting, reframing, working on basic skills and keeping the student(s) 'on task'. Posts at SC5 would involve a higher level knowledge across a range of SEN, more individual contribution to the planning and assessment of learning needs and more proactive involvement in the provision of support, including the development of alternative teaching materials.

**Line Manager : Head of Centre/Class Teacher / SEN Co-ordinator**

<b>Main purpose of the job</b>
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To work under the direction/guidance of the class teacher/Head of Centre/SEN Co-ordinator to support particular student(s) with autism, specific physical, behavioural, emotional and learning needs to access the curriculum in the most effective way.

To assist in the delivery and provision of needs outlined in statements of SEN.

To provide general support to the class teacher in the management and organisation of the students and the classroom.

To assist the teacher in creating and maintaining a purposeful, orderly and supportive environment.

To promote the inclusion of all students.

Work may be carried out in the classroom or outside the main teaching area with individual students or small groups as appropriate.

<b>Supervisory responsibility</b>
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None, apart from assisting in work familiarisation of new members of staff or volunteers.

<b>Main responsibilities and tasks</b>
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1. Working under the direction/guidance of the Head of Centre/ class teacher/SEN Co-ordinator, to supervise and provide particular support for students with special educational needs to enable them to learn as effectively as possible on their own and in group situations, taking into account the special needs involved.
2. To support the student(s) in the development of skills, e.g. (i) basic skills such as language, reading, writing, spelling and mathematics, (ii) encouragement of concentration, communication, sharing and other social skills, (iii) supporting their access to the curriculum through clarification and reinforcement of the subject matter.
3. To liaise closely with the Head of Centre/ class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Educational Plan(s) designed for the student(s). External professionals to include: physiotherapists, speech and language therapists, occupational therapists, educational psychologist, educational welfare officers, teachers of visual/hearing impairment.
4. To monitor the student(s) attendance, progress, behaviour and learning and report on any achievements or developments against IEP targets; to contribute to the Annual Review of the student(s) statement.
5. To identify opportunities for the student(s) to work independently where appropriate, ensuring their comfort and safety at all times; at such times to support other students in the classroom as appropriate.
6. To assist with the development of the student(s) basic ICT skills and support the use of ICT in learning activities and with educational programmes which are specific to SEN students.
7. To prepare suitable work for the student(s) under the guidance of the teacher and external professionals. To make or adapt resources (e.g. worksheets, sight cards to enable the student(s) to access the learning activity at their appropriate level of understanding) and where requested, to deliver small group or one to one teaching within the SEN areas.
8. To establish a good relationship with parents/carers and to provide information and feedback where appropriate and agreed under the guidance of the teacher.
9. To assist the class teacher with the preparation of the classroom for lessons, e.g. seating plans, disseminating equipment, etc., where appropriate and to encourage student(s) to interact with others and engage in activities led by the teacher.
10. To assist the student(s) with physical needs, including personal care and manual handling as appropriate and agreed, following relevant advice and training.

11. (a) To provide support for the student(s) emotional and social needs.  
(b) To encourage and model positive behaviour in line with the College's Behaviour Policy and demonstrate high expectations of work and behaviour.
12. To work under the direction of line manager to support the delivery of PREP
13. To help, where necessary, with students who are sick, distressed or injured.
14. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
15. To assist with the supervision of student(s) out of lesson time, as necessary for their safety.
16. To accompany and support the student(s) on college visits, trips and out of college activities, e.g. work experience, Skills Centre, college link, and undertake relevant training to access the above where required.
17. To attend relevant meetings, reviews, visits and participate in training opportunities and performance development as required.
18. To be flexible with timetable in order to allow the Centre /department to function efficiently, e.g. covering absences.
19. To positively promote the faculty within the college.
20. To undertake office based tasks within the department, e.g. filing, memos, etc.
21. To support student(s) that have been withdrawn from mainstream lessons and to monitor progress with guidance from teaching staff to encourage re-integration.
22. To monitor and identify problems with equipment on a daily basis where appropriate, e.g. hearing aids, wheelchairs, and ICT equipment.
23. To undertake any other broadly analogous duties as requested by the Headteacher.

<b>Signatures - line manager and job holder</b>
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Signed ..... Dated: .....  
*Line Manager*

Signed ..... Dated: .....  
*Postholder*

The duties of this post will change and develop over time. It is the jobholder's responsibility in conjunction with their manager, to regularly review this document and amend it when necessary.

<b>TEACHING ASSISTANT: PERSON SPECIFICATION</b>		
<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications and experience:</b> <ul style="list-style-type: none"> <li>• Educated to at least GCSE grade C standard or equivalent in English and mathematics.</li> <li>• Familiarisation with the content of DFE teaching assistant induction materials.</li> <li>• Willingness to participate in training.</li> <li>• Experience of working with children/young people.</li> </ul>	<b>Qualifications and experience:</b> <ul style="list-style-type: none"> <li>• Experience of working in a school or similar establishment.</li> <li>• First aid qualification or willingness to gain one.</li> </ul>	Application form Letter of application References Interviews Certificate/s (to be available at interview)
<b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>• Ability to build and form good relationships with students, parents/carers and colleagues.</li> <li>• Good verbal and written communication skills with ability to communicate effectively with colleagues, students, parents/carers and other professionals.</li> <li>• Ability to work constructively as part of a team, understanding school roles and responsibilities including own.</li> <li>• Good standard of numeracy and literacy skills.</li> <li>• Ability to use range of ICT packages and equipment effectively.</li> <li>• Ability to absorb and understand a wide range of information.</li> </ul>	<b>Knowledge and skills:</b> <ul style="list-style-type: none"> <li>• Working knowledge of behaviour management strategies.</li> <li>• Knowledge of an additional language.</li> <li>• Basic understanding of child development and learning principles.</li> <li>• Working knowledge of relevant policies and procedures, and awareness of relevant legislation.</li> </ul>	Application form Letter of application References Interviews

Essential	Desirable	Evidence
<b>Personal qualities:</b> <ul style="list-style-type: none"> <li>• A diplomatic and patient approach.</li> <li>• Able to appropriately deal with confidential information/situations.</li> <li>• Able to follow direction from line manager.</li> <li>• Ability to show initiative and to prioritise one's own work and meet required deadlines.</li> <li>• Efficient and meticulous in organisation.</li> <li>• Desire to enhance and develop skills and knowledge through CPD.</li> <li>• Commitment to the highest standards of child protection and safeguarding.</li> <li>• Recognition of the importance of personal responsibility for health and safety.</li> <li>• Commitment to the school's ethos, aims and its whole community.</li> </ul>		Application form Letter of application References Interviews