CEDAR MOUNT ACADEMY

# **SEN TA**

# **Grade 5; Scale 22 – 26**

SEN TA’s work with the SEN Team, Alternative Provision, Progress Leaders, and Senior Staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes.

All members of Academy staff are expected to be a professional and active member of the Academy community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

It is expected that all staff within two years of joining Cedar Mount Academy will be operating at a minimum of good with outstanding features and working towards being outstanding in their specific role.

**Cedar Mount Academy is a member of the Bright Futures Educational Trust**

**Specific Responsibilities**

* To work with the Alternative Provision, Progress Leaders and Senior Staff in order to ensure targeted groups of students are aware of their aspirations, identify key strategies to help modify their behaviour, knowledge and understanding which results in them performing below their target minimum levels/grade. Identifying which skills and competencies need to be demonstrated in order for them to maximise their outcomes and reach their targets.
* Take responsibility for delivery of Academic Achievement programme for individual and small groups under the direction of teaching staff.
* Prepare suitable support programmes that are differentiated to meet the needs of the students in the SEN Base.
* Help students who are underperforming on a one-to-one basis outside the classroom looking at why they are underperforming and what can be done to help their situation.
* Help students resolve a range of issues which are creating barriers to learning for students in the SEN Base and developing effective relationships to help provide them with strategies to overcome those barriers.
* Track, monitor and assist in the assessment of students within the SEN Base.
* Support and help implement action plans for students who need particular support and contribute to reviews and work to objectives in these plans.
* Develop pro-active approaches to learning for students with complex learning needs.
* Develop a specialism within the Academy to enhance the learning of students with a particular need, across the whole Academy.
* Develop positive one-to-one relationships with students needing particular support which is aimed at achieving the goals defined in their individual plan.
* Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students learning.
* Maintain accurate records so that information can be communicated to appropriate parties who have an educational interest in students receiving support. Particular attention should be paid to progress and evidence of progress.
* Contribute to the identification and sharing of good practice between individuals to enhance the provision.
* Work as part of a team to ensure students make excellent progress within Cedar Mount Academy.
* Work as part of a team to ensure that students are able to enjoy and participate in all aspects of Academy life and reach their full potential.

**Other Expectations of all Academy Staff**

* To work professionally and effectively as part of a specific and wider Academy staff team.
* To be a positive, professional role model for all students.
* Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staff’s professional position.
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and Academy policy.
* To be a form tutor or associate form tutor to an assigned group of students and carry out that role in line with Academy policy.
* To carry out supervision duties as directed in the Academy duty rota.
* Engage actively in the Academy performance management process.
* Engage actively in the Academy CPD programme to develop skills and improve practice.
* Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
* Play a full part in the life of the Academy, to support its distinctive mission and ethos.
* Attend Academy events and activities as directed by the Principal.

**Person Specification SEN TA**

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|  | *Essential* | *Desirable* |
| *Relevant*  *Experience, qualifications and training* | Formal Qualifications a minimum of a C grade in both English and Mathematics at GCSE.  Evidence of further education – ‘A’ Levels or degree level.  Experience of following procedures and instructions.  Experience of mentoring young people in a secondary school on a full time basis.  Experience of establishing and maintaining accurate records.  To have established and developed successful working relationships with parents/carers, teachers and support staff in a variety of situations.  Experience of planning, leading and managing behaviour for learning support programmes for KS3 and KS4 students.  Experience of working with Parents / Carers, Teachers and other outside agencies. | Education to degree level  To have led and managed a team of staff.  To have experience of liaising with external support agencies such as social services. |
| *Knowledge,*  *skills,*  *abilities* | Very good oral and written communication skills.  An enthusiasm for education and the ability to generate this in others.  Ability to work as part of a team.  Ability to be able to manage own workload and prioritise.  Ability to recognise potential barriers to learning and develop strategies to overcome these barriers.  Excellent ICT skills.  Ability to recognise potential barriers to learning.  Understanding of P Stages, APP Assessment.  Understanding of changes in differentiations required to enhance the learning of students with the SEND spectrum.  Experience of developing students with SEND / EAL complex needs | Knowledge of VLE.  Knowledge of CMIS, SIMs or similar education MIS system.  Knowledge of ILP’s, IBP’s and IEP’s. |
| *Other* | A passionate commitment to develop the best in young people.  Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.  Self motivation and drive to complete tasks to the required time scales and quality standards.  Flexibility to adapt to changing workload demands.  Personal commitment to the Academy’s professional standards and code of conduct.  A commitment to further training and a willingness to participate in relevant CPD.  Willingness to be engaged in partnership and community activities.  Commitment to the aims and ethos of the Academy.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour.  Experience of leading Extra-Curricular activities for SEND/EAL students and quality assuring the whole school impact. |  |
| *Safeguarding* | Willingness to consent to apply for an enhanced disclosure DBS check.  Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people. |  |