



Job Description for SEN Support Teaching Assistant

Job Title: 1:1 Teaching Assistant for SEN Support, 15 hours per week, Fixed Term until 31st July 2020

Line Manager: Assistant Headteacher for Inclusion & SENCo

Responsible to: Assistant Headteacher for Inclusion & SENCo

Disclosure Level: Enhanced

Main Functions: To assist in promoting the learning and personal development of the pupil/s to whom you are assigned, to enable him/her/them to make best use of the educational opportunities available to them.

- 1 To aid the pupil(s) to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in areas of difficulty, e.g. speech and language, reading, spelling, working memory, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCo and other professionals about individual Learning Plans, contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCo
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
- 2 To establish supportive relationships with the pupil(s) concerned
- 3 To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 5 Monitor the response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 6 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self reliance and self esteem.

7 To mark pupils' work under the direction of the class teacher

- 8 To support the pupil in developing social skills both in and out of the Classroom
- 9 To support the use of ICT in learning activities and with specific programmes to support learning. (For example - Clicker 6, Communication In Print)
- 10 To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCo, including feedback on the effectiveness of the behaviour strategies adopted
- 11 To keep records and notes to show the pupil(s)'s progress towards individual outcomes as per the Learning Plan
- 12 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 13 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 14 Where appropriate, to know and apply positive handling techniques
- 15 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
- 16 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 17 To be aware of confidential issues linked to home/pupil/teacher/school
- 18 To contribute towards reviews of the pupil's progress as appropriate
- 19 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 20 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 21 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
- 22 To accompany teacher and pupils on educational visits
- 23 To provide individual support, as required, during examination sessions
- 24 To carry out the above duties in accordance with DfE's Equal Opportunities Policy.

25 Conduct any other reasonable request as directed by the Associate Headteacher

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The Welldon Park Academy is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check and adequate references.

Person Specification

Experience:

Experience of working with children from 5 - 11 in an educational setting.

Ideally, at least 3 years practical experience of supporting children with learning and behavioural difficulties, working from and evaluating the progress of children at SEN Support and those with Education, Health and Care Plans, against Learning Plan outcomes

Full working knowledge of the Code of Practice for SEN as well as school policies relating to Special Educational Needs, and Child Protection.

Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection

At least 3 years practical experience of implementing and evaluating nationally recognised intervention programmes with SEN groups/individuals

A good understanding of child development and learning processes

Practical Skills:

In relation to meeting the learning needs of children on the SEN register, the successful candidate must be able to demonstrate that he/she can

- a) Support the school's assessment for learning process
- b) plan, resource and deliver a set programme of work
- c) monitor and evaluate progress
- d) advise and support parents in the delivery of programmes at home

- e) provide objective and accurate feedback to the Assistant Head for Inclusion to support the review process.
- f) To be able to co-ordinate record keeping systems and processes in line with school policy
- g) Utilise ICT resources to support children's learning effectively

Personal Qualities & Attributes:

The successful candidate must have:

- a) To able to communicate effectively in standard English (attributes)
- b) A sense of humour
- c) The ability to work independently and as part of a multidisciplinary team
- d) High expectations of themselves and the children they support

The successful candidate must be able to :

- a) Smile when things don't go quite according to plan
- b) Form effective, positive and supportive relationships with children, staff and parents
- c) Motivate children who have put up barriers to learning
- d) Work constructively as part of a team and be willing to share their knowledge and experience with other members of the support team

The successful candidate must be:

- a) Passionate about raising standards for children with SEN
- b) Calm and patient with children
- c) Flexible and creative in their thinking and practical work
- d) Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others
- e.) Organised

Signed by Employee.....

Date

Signed by Employer

Date