

**JOB DESCRIPTION**

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| **Department** | LITTLE LEVER SCHOOL |
| **Job Title** | TA2 SEND  |
| **Hours** | 26.67 |
| **Grade** | Grade 4 (SCP 17 – 21) |
| **Primary Purpose of the Job**  | Working as a member of the School’s Inclusion Team under the supervision and direction/guidance of the Head of Inclusion (SENCO) – working in a variety of ways to ensure that students with additional needs are fully included in the life of the learning community and have equal opportunity to fulfil their potential. * Implement structured learning programmes for students supported within Inclusion
* Provide support for a range of teaching and learning activities in school
* Provide support for individual students and groups of students in specific areas of the curriculum or during transitions
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| **Responsible to** | Head of Inclusion (SENCO) |
| **Principal Responsibilities** | * Work under the direction/guidance of the Head of Inclusion/class teacher to support particular student(s) to access the curriculum in the most effective way appropriate to their needs and understanding
* Under the direction of the Head of Inclusion, contribute to maintaining student records and feeding back on progress
* In liaison with the Head of Inclusion support the transition of statemented students
* Deliver and monitor programmes devised by/under the directions of LA Support Services or Head of Inclusion
* Under the guidance of the Head of Inclusion, input data regarding interventions on the school provision map
* Any other appropriate duties commensurate with the grade of the post which may be required from time to time
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| **SUPPORT FOR THE STUDENT*** Establish good working relationships with students, acting as a role model and setting high expectations
* Encourage children’s positive behaviour in line with Individual Education Plans
* Promote inclusion and acceptance of all students
* Encourage students to interact with others and engage in activities led by the teacher
* Promote self-esteem and independence employing strategies to recognise and reward achievement within established school procedures
* Provide support for learning activities across a range of key stages and in a range of environments in line with children’s needs
* Support children’s development (e.g. physical, emotional, social, communication and intellectual development needs)
* Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding
* Support children with disabilities or special educational needs in line with the school and LA plans
* Use information and communication technology to support pupils’ learning in line with their needs

**SUPPORT FOR THE TEACHER*** Establish and maintain an appropriate learning environment under the supervision of the Director of Inclusion/class teacher
* Administer routine tests and accurately record achievement/progress
* Promote positive values and attitudes and good student behaviour, dealing promptly with conflict and incidents and encourage students to take responsibility for their own behaviour in line with established school policy
* Observe and report on pupil performance
* Invigilate tests and examinations

**SUPPORT FOR THE CURRICULUM*** Support literacy, numeracy and science activities as appropriate to the needs of the pupils
* Support the use of information and communication technology for teaching and learning
* Contribute to monitoring and maintaining curriculum resources
* Support children’s learning in line with specialist assessments and curricula

**SUPPORT FOR THE SCHOOL*** Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
* Be aware of and support difference and ensure all students have equal access to the opportunities to learn and develop
* Contribute to the school ethos, aims and improvement plans
* Participate in training and other learning activities, as required
* Accompany teaching staff and students on visits, trips and out of school activities, as required
* Contribute to the positive relationships with children and adults through communication and interaction
* Provide displays
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| **Date Job Description prepared/updated** | January 2018 |
| **Job Description prepared by** | D Mckeon/C Fernside |



**PERSON SPECIFICATION**

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| **Department** | Little Lever School  |
| **Job Title** | TA2 SEND |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills, Competency and Knowledge** |
| 1.1 | Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge pupils | Application Form/Interview |
| 1.2 | Ability to interact with, listen to and positively encourage pupils to learn | Application Form/Interview |
| 1.3 | Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities | Application Form/Interview |
| 1.4 | Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures | Application Form/Interview |
| 1.5 | Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities | Application Form/Interview |
| 1.6 | Ability to provide constructive feedback on a range of issues to colleagues and other professionals | Interview |
| 1.7 | Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues | Application Form/Interview |
| 1.8 | Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support | Application Form/Interview |
| 1.9 | Ability to use self-evaluation and reflection to learn and develop practice | Interview |
| 1.10 | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programs and information, and to encourage and support ICT during learning activities, feeding back on pupils’ progress and response | Application Form/Interview |
| 1.11 | Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the Principal | Application Form/Interview |
| 1.12 | Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity  | Interview |
| 1.13 | Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives | Application Form/Interview |
| 1.14 | Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions | Application Form/Interview |
| 1.15 | Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness | Interview |
| 1.16 | Knowledge and understanding of children and young people’s (in relevant age groups) expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development | Application Form/Interview |
| 1.17 | Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils | Application Form/Interview |
| 1.18 | Knowledge and understanding of procedures for maintaining appropriate pupil records | Application Form/Interview |
| 1.19 | Knowledge and understanding of literacy and numeracy strategies for relevant age groups | Application Form/Interview  |
| 1.20 | Awareness of the SEN Code of Practice and of its implications in practice | Application Form/Interview |
| 1.21 | Awareness of safeguarding principles and safe working practices and to be able to set in motion appropriate procedures according to school setting/policies | Application Form/Interview |
| 1.22 | Relevant experience of working with children in an educational setting (within specified age range/subject area) | Application Form |
| 1.23 | **Valuing Diversity** Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 1.24 | **Caring for Customers** Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 1.25 | **Developing Self and Others** Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Application Form/Interview |
| 1.26 | **Health and Safety** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 1.27 | **Confidentiality** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 1.28 | **Energy Efficiency** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| **2. Experience/Qualifications/Training etc.** |
| 2.1 | Holder of a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy (GCSE grade C or above). A’ Levels desirable | Application Form / Certificates |
| 2.2 | Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools  | Application Form / Certificates |

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| **3. Work Related Circumstances – Professional Values & Practices** |
| 3.1 | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in student learning under the direction of the Director of Inclusion | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form & Interview |
| 3.7 | Excellent attendance and health | Application Form |

**STAGE 2** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

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| 1.1 | Training in additional needs strategies’ is desirable | Application Form & Interview |
| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |
| **Date Person Specification prepared/updated** | January 2018 |
| **Person Specification prepared by** | D Mckeon/C Fernside |