

## **Section A: Role Description – Teaching Assistant (Inclusion & SEN Support)**

**Job Title:** Teaching Assistant (Inclusion & Special Educational Needs)

**Grade:** SC5 (NJC scale points 12-15)

**This post involves a high level of knowledge, experience and qualifications across a range of Special Needs, individual contribution to the planning and assessment of learning needs and proactive involvement in the provision of support, including the training of other staff and the development of alternative teaching materials.**

**Line Manager:** SEN Manager or Head of relevant centre

### **Main purpose of the job**

- To ensure that students with SEN & Disabilities are well supported and sufficiently challenged in their learning and that all staff maintain high expectations of achievement for these students within the team and across the curriculum.
- To ensure that work is well differentiated so that learning 'stretch' students with SEN and Disabilities and they make excellent progress from their starting points.
- To work and plan with class teachers under the direction/guidance of the Line Manager to support particular student(s) to access the curriculum in the most effective way, appropriate to their needs.
- To assist in the delivery of provision for the needs outlined in individual and group learning plans and EHC plans.
- To provide generic & specialist support to class teachers in the management and organisation of the students and the classroom in order to maximise achievement for all individuals.
- To assist the teacher in creating and maintaining a strong learning ethos and a purposeful, orderly and supportive environment.
- To work predominantly in the classroom and, where appropriate, outside the main teaching area with individual students or small groups.

### **Supervisory responsibility for staff**

None, except to assist in work familiarisation of new members of staff or volunteers.

### **Main responsibilities and tasks**

1. Working under the direction/guidance of the Line Manager, to supervise and provide particular support for students with SEND to enable them to learn as effectively as possible on their own and in group situations ensuring maximum progress over time.
2. To support the student(s) in the development of skills, e.g. (i) basic skills such as language, reading, writing, spelling, ICT and mathematics, (ii) promotion of increased concentration, communication, and social skills, (iii) supporting student access to the curriculum through clarification and reinforcement of the subject matter.
3. To liaise and plan closely with the class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Learning Plan(s) designed for the student(s).
4. To monitor the student(s)' progress and report on any achievements or developments against individual targets; to contribute to the review of student(s)' statements or EHCPs, adapting the provision as needed wherever progress is not at least good in relation to the individual student targets and learning objectives.
5. To identify opportunities for the student(s) to work independently in the classroom, developing their independent learning skills and confidence, ensuring the level of

challenge remains high and the students are fully engaged and remain on task; at such times to support other students in the classroom as needed (whether on the SEN register or not).

6. To prepare suitably demanding work for the student(s) in collaboration with the class teacher, and to make or adapt resources to enable the student(s) to complete the learning activity in order to ensure that they make good or better progress.
7. To establish an effective relationship with parents/carers and to provide information and feedback where appropriate in accordance with school protocols.
8. To liaise with parents to ensure they make appropriate provision for learning at home, that they understand their child's learning needs and have realistic but high learning expectations of their child.
9. To assist the class teacher with the preparation of the classroom environment for lessons, where appropriate.
10. To assist the student(s) with physical needs as appropriate and agreed.
11. To encourage student(s) to interact with others and engage fully in activities led by the teacher.
12. To provide support for the student(s)' emotional and social needs by encouraging and modelling positive behaviour in line with the school's Pupil Behaviour and Discipline Policy and reinforcing the school's high expectations of work and behaviour at every opportunity including setting clear boundaries.
13. To help, where necessary, with students who are sick, distressed or injured.
14. To assist with the supervision of student(s) out of lesson time, as necessary for their safety.
15. To accompany the student(s) on school visits, trips and out of school activities as required.
16. To undertake, within reasonable parameters, other duties and responsibilities as required from time to time, commensurate with the grade seniority of the post.
17. To commit to continuing professional development and seek every opportunity to improve one's own skills including expertise in the most common Special Needs.
18. To carry out duties in accordance with the Health and Safety at Work Act, adopting safer working practices, in accordance with the safety policy.
19. To be aware of and comply with policies and procedures of the school including those relating to safeguarding, child protection, health, safety and security, prevent, confidentiality and data protection, reporting all concerns to an appropriate person. To contribute to the review of the school policies and procedures as appropriate.
20. To attend relevant meetings and participate in training opportunities and performance development as required for the effective delivery of the role.
21. To undertake any other broadly analogous duties or other reasonable duties as directed by the Headteacher.

N.B. Succession planning is implemented within the school and therefore support posts may vary or rotate periodically and temporary redeployment to another post may be necessary, for example during restructuring or whilst vacancies are being filled.

### **Responsibility for resources**

Responsible for the proper use and safekeeping of equipment, keys, passes, post, and other school property related to the role.

### **School Standards**

#### **Equal Opportunities**

*The school has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote its policy in their own work. Cranford Community College is an Equal Opportunities employer. We welcome applications from all sections of the community, irrespective of religion, race, age, colour, gender, sexuality or disability.*

#### **Health and Safety**

*The school is committed to a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.*

### **Confidentiality, Data Protection**

*The school is committed to maintaining privacy of all its staff, students and stakeholders. It expects all staff to handle all individuals' personal information and confidential school information in a sensitive and professional manner, including at the point of disposal of data and data storage devices. This post deals with highly confidential and sensitive data and there are particularly rigorous expectations about confidentiality and data protection. All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.*

*All staff must comply with policies regulating the proper use of computers, email and the internet.*

### **Safeguarding / Child Protection**

*The school is committed to maintaining appropriate professional standards at work and safeguarding children. The school's named person for **Safeguarding** is Rita Berndt, Assistant Headteacher, who is supported in this role by the Lead Year Manager (in the named person's absence). It expects all staff to familiarise themselves with and adhere to the 'Code of Professional Conduct' and all safeguarding and child protection guidance, policies & procedures.*

*The post holder is responsible for formally notifying the Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last CRB Enhanced disclosure.*

*The duties of this post may change and develop over time. The Headteacher will review this document periodically with the post holder (normally annually in the week allocated for Performance Management or a separate planning week) and propose amendments for consideration by the Headteacher when necessary. Any changes need to be authorised by the Headteacher.*

## SECTION B – Person Specification: Teaching Assistant (SEND Support)

	ESSENTIAL	DESIRABLE
<b>Experience and Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard of education, (GCSE and above) including English &amp; Mathematics</li> <li>• Experience of working with people with special additional needs</li> <li>• Experience of working in a school and/or with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a dynamic environment</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• An excellent professional role model (e.g. maintaining an excellent personal attendance &amp; punctuality record)</li> <li>• Highly organised and good attention to detail</li> <li>• High expectations of self and others</li> <li>• Confidence to hold firm with parents, staff and students when challenged to maintain school standards</li> <li>• Ability to effect improvement</li> <li>• Ability to solve problems</li> <li>• Ability to manage time efficiently, prioritise work</li> <li>• Ability to work independently and with others</li> <li>• Ability to communicate clearly</li> <li>• Excellent interpersonal skills with adults and children</li> <li>• Good ICT, clerical &amp; administration skills (e.g. word processing, mail merge, report production, etc.) and a willingness to learn more.</li> <li>• Ability to meet deadlines</li> <li>• Ability to use initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to speak a community language used by parents and students (no additional payment)</li> </ul>
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• An understanding of and commitment to Equal Opportunities for all</li> <li>• Commitment with the aims and objectives of comprehensive &amp; community education</li> <li>• A commitment to improving standards for all (e.g. by improving levels of attendance and punctuality of students)</li> </ul>	
<b>Values &amp; Disposition</b>	<ul style="list-style-type: none"> <li>• Confidential &amp; discrete</li> <li>• Calm and supportive manner</li> <li>• Positive attitude</li> <li>• Assertive and confident</li> <li>• An effective team worker</li> <li>• Excellent attendance and punctuality</li> <li>• High stamina</li> <li>• Reliable and trustworthy</li> <li>• Flexible and adaptable</li> <li>• Open minded</li> <li>• Resilient</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of personal development, training and qualifications</li> <li>• Willingness to take part in all relevant training and a commitment to one's own professional development</li> <li>• The calibre to become an outstanding member of staff</li> <li>• The ability to plan support and/or training for others</li> <li>• The capacity and enthusiasm to learn and continuously improve</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Incident Training</li> </ul>
<b>Other</b>	<p>An excellent track record demonstrating:</p> <ul style="list-style-type: none"> <li>• Success in what you have done</li> <li>• A spotless track record, free from attendance, capability, disciplinary or grievance issues or warnings.</li> </ul>	