



## Teaching Assistant - Level 3 SEN Job Description

Salary / grade range	Band F, scp 12 Annual Salary:£27,711 (Full Time Equivalent) Pro rata - Actual Salary: £19,238
Location	Co-op Academy Woodslee
Reports to	Head Teacher and Senior Leadership Team
Contract	Permanent
Hours of Work	36 hours per week 39 weeks per year

### Purpose of role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups or short term, whole classes. To monitor, assess, record and report on pupils' achievement, progress and development.

This role is based within our specialist resource provision therefore the post holder needs to have proven success within a resource based provision and have extensive experience with complex needs including social, mental and communication. It would be desirable for the postholder to have completed Aces and Trauma Informed Approach training.

### Key Tasks (and specific duties / responsibilities):

- Support for Pupils
  - To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning;
  - To establish productive working relationships with pupils, acting as a role model and setting high expectations;
  - To promote the inclusion and acceptance of all pupils within the classroom to develop and implement IEPs;
  - To support pupils consistently whilst recognising and responding to their individual needs
  - To encourage pupils to interact and work cooperatively with others and engage all pupils in activities;



- To promote independence and employ strategies to recognise and reward achievements of self-reliance;
- To provide feedback to pupils in relation to progress and achievement;
- To enrich and enhance lunchtime provision through structured play.
  
- Support for Teachers
  - To produce lesson plans, worksheets, plan challenging teaching and learning objectives, evaluate and adjust lesson/work plans as appropriate within an agreed system of supervision;
  - To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives;
  - To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
  - To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment;
  - To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence;
  - To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
  - To administer and assess/mark tests and invigilate exams/tests.
  
- Support for Curriculum
  - To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs;
  - To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills;
  - To use ICT effectively to support learning activities and develop pupils' competence and independence in its use;
  - To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural activities;
  - To advise on appropriate deployment and use of specialist aid/resources/equipment.
  
- Support for the School
  - To comply with and assist with the development of policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting concerns to an appropriate person;
  - To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;



- To contribute to the overall work/aims of the school;
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils;
- To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils;
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;

## GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post
- To act as a key person to a small group of children, liaising closely and building an effective relationship with parents/carers and ensuring each child's needs are recognised and provided for
- To work in partnership with parents/carers and other family members alongside the SENDco
- To inform the SENDCo of any concerns or improvements that could be made to ensure consistent inclusive practices in our Base e.g. health and well-being of children, care programmes, physio/medication changes, safety of activities, preserving confidentiality as necessary
- To teach children as directed by the teacher or HLTA, offering an appropriate level of support and stimulating play experiences
- To ensure that children are kept safe and that you understand to follow child protection procedures
- To support snack times and meal times within the setting
- To actively participate at team meetings, supervision meetings and appraisal meetings where appropriate
- To attend training courses as required and to take responsibility for personal development
- To keep completely confidential any information regarding the children, their families or other colleagues following KCSIE 2024 guidance
- To be aware of and adhere to all the setting's operational policies and procedures, including those relating to confidentiality, equality and diversity, health and safety, fire precautions, dropping off and collection of children, food safety, safeguarding, and whistleblowing. This is not an exhaustive list of the setting's procedures
- To ensure that adequate records are kept and updated regularly
- To promote the setting to current parents and potential parents representing Co-op brand effectively at all times
- To comply with the requirements of the General Data Protection Regulation



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>NVQ Level 3 for Teaching Assistants or equivalent as per QCA document</li> <li>Very good numeracy/literacy/ICT skills</li> <li>Training in ReadWriteInc Phonics Programme</li> <li>First Aid training as appropriate</li> <li>Training in sign language</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A</p>
<b>Experience</b> <ul style="list-style-type: none"> <li>Previous experience of working with all ages in an educational setting</li> <li>Experience of working with children having a range of complex special needs</li> <li>Experience of working with Pupil premium children</li> </ul>	<p>E</p> <p>E</p> <p>D</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>Ability to use ICT effectively to support learning</li> <li>Full Working knowledge of relevant policies/codes/practices and awareness of relevant legislation</li> <li>Working knowledge of curriculum including other relevant learning programmes/strategies</li> <li>Understanding of principles of child development and learning processes</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to relate well to children and adults</li> </ul>	<p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>



<ul style="list-style-type: none"> <li>• Ability to work constructively as part of a team, understanding Classroom roles and responsibilities and own position within these roles.</li> <li>• Knowledge and understanding of inclusion within the classroom</li> <li>• Read Write Inc Phonics and Maths No Problem knowledge</li> </ul>	<p>E E</p> <p>E D</p>	<p>A/I A/I</p> <p>A/I A/I</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through <ul style="list-style-type: none"> <li>- Inspiring trust and confidence</li> <li>- Building team commitment</li> <li>- Engaging and motivating pupils</li> <li>- Demonstrating the Co-op Ways of Being and Ethical Values</li> <li>- Analytical thinking, taking positive action to improve the quality of pupils' learning</li> </ul> </li> </ul>	<p>E</p>	<p>A/I</p>

This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Application (A) Interview (I) Presentation (P) Observation (O) Task (T)