**Role Profile: Primary SEN Teaching Assistant**

**Purpose**

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

**Key Accountabilities**

* To aid the pupil to learn as effectively as possible both in group situations and independently, for example:
* Clarifying and explaining instructions
* Ensuring the pupil is able to use equipment and materials provided
* Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to their needs
* Assisting in achieving set targets as planned
* Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
* Liaising with class teacher, SENDCo and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate
* Consistently and effectively implementing agreed behaviour management strategies
* Helping to make appropriate resources to support the pupil
* To establish supportive relationships with the pupil and the family concerned
* To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
* Monitor the pupil’s response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
* To give positive encouragement, feedback and praise to reinforce and sustain the pupil’s efforts and develop self-reliance and self-esteem.
* To support the pupil in developing social skills both in and out of the Classroom
* To support the use of ICT in learning activities and with specific programmes to support learning.
* To provide regular feedback on the pupil’s learning and behaviour to the teacher/SENDCo, including feedback on the effectiveness of all strategies adopted
* Under the direction of the teacher, carry out and report on systematic observations to gather evidence of progress, understanding and skills
* When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
* Where appropriate, to know and apply positive handling techniques
* To know and apply all school policies
* Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
* To be aware of confidential issues linked to home/pupil/teacher/school
* To contribute towards reviews of the pupil’s progress as appropriate
* To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
* To be willing to support playground/break time supervision
* To accompany teacher and pupils on educational visits
* To provide individual support, as required, during examination sessions

**Safeguarding Responsibilities**

* To comply with safeguarding policies, procedures and code of conduct
* To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
* To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
* To engage in safeguarding training when required

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Level 3 Teaching Assistant Qualification | Level 3 SEN qualification  Maths and English GCSE |
| **Skills** | Excellent behaviour management | Use of PECS, Makaton, Tapestry online learning journal system, phonics knowledge |
| **Experience** | At least 2 years working in a school as a Teaching Assistant | Three months experience supporting children with Autism and Developmental Delay. |
| **Other** | Ability to adopt a flexible approach to working  Be punctual and reliable.  Be creative and enthusiastic  Organised and resourceful  Committed to working within and promoting the EYFS  Be of smart appearance  Good communication skills  Team Player  Willingness to complete additional training as necessary | Paediatric Frist Aid qualification  Safeguarding training |

**Key Stakeholders:**

**Internal – Long Close School Staff and Cognita Schools**

**External – Parents, Slough Local Educational Authority**