



Pinner Wood School Job Description

Position: SEND Teaching Assistant in The Acorn Centre for children with SEND

Pinner Wood school is an outstanding, child-centred, three-form-entry school. We seek an innovative, outstanding and inspirational teaching assistant to work in our new Acorn Centre. The Acorn Centre is a resource at Pinner Wood that is home to 12 children with SEND.

The Teaching Assistant is directly accountable to the ARMS Leader and Deputy Headteacher

The hours are 8.30- 3.30pm each day with 30 minutes for lunch (unpaid).

Name of Job Holder:	SEN Teaching Assistant – The Acorn Centre		Role Reports to: ARMS Leader, Deputy Headteacher/ Inclusion Leader Headteacher
Grade of post:	Grade 2 + SEN Allowance		
Signed (Post Holder):	Signed (Post Holder)	Signed (Head Teacher)	
Main Purpose	To work in partnership with class teachers to support learning and development in line with the curriculum and SEN codes of practice. To follow school policies and procedures.		
Liaison with	ARMS Leader, teaching staff, support staff, Head teacher, pupils, parents		
Accountabilities	- Working with individuals or small groups of children under the direction of teaching staff - Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate. - To maintain good working relationships with teaching and non-teaching staff, voluntary helpers and students.		
Duties	- Establish positive relationships with pupils supported. - Support pupils with activities which support literacy and numeracy skills - Support the use of ICT in the classroom and develop pupils' competence and independence in its use - Promote positive pupil behaviour in line with school policies and individual needs - Interact with, and support pupils, according to individual needs and skills		

	• Promote the inclusion and acceptance of children with special needs within the classroom • Ensure access to lessons in The Acorn Centre and with their mainstream class, and Lesson content through appropriate clarification, explanation and resources • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher(s) on pupil progress and behaviour • Monitor and record pupil activities as appropriate writing records and reports as required • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher • To attend to pupils' personal needs including help with intimate care including feeding, nappy changing and toileting; social, welfare and health matters, including minor first aid. • To assist with the preparation, maintenance and control of stocks of materials and resources. • Assist with the development and implementation each child's Education & Health Care Plan (EHCP) and SEND Support Plan, Speech and language Therapy, Occupational Therapy, Physiotherapy and any other agencies • Liaise with other staff and provide information about pupils as appropriate • To assist with the display and presentation of pupils' work • To supervise pupils for specified periods including break-times • To assist with escorting pupils on educational visits. • To be first aid trained • To support SEND pupils for half an hour at lunchtimes, in the dining room or/and playground
General	• To understand and apply school policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant school meetings as required • To respect confidentiality at all times • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety and safeguarding in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the potholder may

	be required by the Head teacher to carry out appropriate duties within the context of the job, skills and grade.
--	--

Person Specification for an SEN Teaching Assistant D=Desirable E= Essential

General heading	Detail		Examples
Qualifications & Experience	Specific qualifications & experience	E	Successful experience working with SEND children in a school environment Educated to NVQ Level 3 in learning support Degree Level Qualification (with interest in teaching career)
	Knowledge of relevant policies and procedures	D	Understanding of the School policies & procedures
	Experience	E	Experience working with children / young people with special educational needs (SEN)
	Knowledge of relevant policies and procedures	D	Understanding the SEN Code of Practice and how this applies in a specialist setting.
	Literacy	E	Good reading and writing skills (National qualification Grade C or equivalent)
	Numeracy	E	Good numeracy skills (National qualification Grade C or equivalent)
	Technology	E	Knowledge of basic ICT to support learning
Communication	Written	E	Ability to read, write & understand basic reports
	Verbal	E	Ability to communicate information clearly and coherently; ability to listen effectively
	Languages	E	Overcome communication barriers with children and adults
	Negotiating	D	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	E	Understand and implement the school's behaviour management policy.
	SEND	E	Ability to understand and support children with developmental difficulty or disability
	Curriculum	D	Good understanding of the school/national curriculum

			Understanding of how to adapt tasks to children's abilities
	Child Development	E	Good understanding of the general aspect of child development to assess progress and performance
	Health & Well being	E	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	E	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	E	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	E	Ability to work effectively and positively with a range of adults

General heading	Detail		Examples
Qualifications & Experience	Specific qualifications & experience	E	Successful experience working with children in a school environment Educated to NVQ Level 3 in learning support/ Degree Level Qualification.
	Knowledge of relevant policies and procedures	D	Understanding of the School policies & procedures
	Literacy	E	Good reading and writing skills (National qualification Grade C or equivalent)
	Numeracy	E	Good numeracy skills (National qualification Grade C or equivalent)
	Technology	E	Knowledge of basic ICT to support learning
Communication	Written	E	Ability to read, write & understand basic reports
	Verbal	E	Ability to communicate information clearly and coherently; ability to listen effectively
	Languages	E	Overcome communication barriers with children and adults
	Negotiating	D	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	E	Understand and implement the school's behaviour management policy.
	SEND	E	Ability to understand and support children with developmental difficulty or disability
	Curriculum	D	Good understanding of the EYFS curriculum and ways that it can be implemented.
	Child Development	E	Good understanding of the general aspect of child development to assess progress and performance
	Health & Well being	E	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	E	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	E	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	E	Ability to work effectively and positively with a range of adults

	Information Sharing	E	Respect confidentiality. Know when, how and with whom to share information Ability to follow instructions accurately
Responsibilities	Organisational skills	E	Good organisational skills Ability to remain calm under pressure
	Time Management	E	Ability to manage own time effectively
	Problem Solving	E	Demonstrate a positive, solution focused
	Equalities	E	Awareness of and commitment to equality
General	Health & Safety	E	Basic understanding of Health & Safety
	Child Protection	E	Understand <u>and</u> implement child protection
	Confidentiality/Data Protection	E	Understand procedures and legislation relating to confidentiality and implement
	CPD	E	Be prepared to develop and learn in the role
	Performance	E	Participate in annual performance appraisal