

DEPARTMENT	SEND Team
RESPONSIBLE TO	SENDSCO
LINE MANAGEMENT OF	No one
WORKING HOURS	32.5 hours per week with half an hour unpaid lunch break
WORKING PATTERN	Monday – Friday: 08:10 until 15:10, Term Time only
SALARY	FMAT Pay Scale – Level 2 Teaching Assistant Scale 2 Level 3 Teaching Assistant Scale 5
HOLIDAY ENTITLEMENT	A paid entitlement of 25 days annual leave and eight statutory holidays (to be taken during school holiday periods)

JOB PURPOSE

To work as part of the SEND team to successfully include all students on the SEND register into every aspect of school life. In addition to this you may work with a range of different students as directed by the SENDSCO.

The post includes classroom support, pastoral care and assisting with the physical/personal care of our male and female students as and when required. You should have excellent communication and written skills with high expectations of learning and behaviour and a relevant Teaching Assistant qualification.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST**1. SUPPORTING THE STUDENTS**

- a) To work effectively with a range of subject teachers, school learning support staff, parents and external agencies to provide support for the education process at school.
- b) To act as a mentor to a named student(s) with special needs ensuring that their needs are effectively communicated and met, liaising with other members of the team to this end as directed by the SENDSCO.
- c) To work effectively with an individual student or with a group of students in the classroom, under the direction of the teacher, supporting their needs as appropriate to their learning difficulty.
- d) With guidance from teachers, to produce modified and supplementary teaching materials and worksheets.
- e) To produce comprehensive, coherent and legible notes from lessons if a student is absent.
- f) To record elements of lessons if they are needed for consolidation or support reasons, noting what needs to be repeated or reinforced at home.
- g) To request, collect and circulate information on up-coming work and assessment procedures two weeks ahead of time.
- h) To provide physical help with tasks when required whilst encouraging independence.
- i) To physically assist in PE.
- j) To provide support with bathroom/toilet management and personal hygiene if required.
- k) To assist with movement around the school and provide support at lunchtime and break if required.
- l) To act as a reader/amanuensis for a named student(s) during the examination period.
- m) To carry out physiotherapy for a named student(s) at designated times if required (according to the instructions given by a trained physiotherapist).
- n) To work with an individual student in withdrawal sessions, if required. To work with a student/group of students on targeted intervention.
- o) To monitor the conditions in the classroom and suggest appropriate changes to ensure the effective inclusion of students with physical disabilities, visual impairment or hearing impairment as appropriate.

2. SUPPORTING THE TEACHERS

- a) Under the direction of the teacher to assist **any** student in the group who may need assistance – this may include :
 - ❖ clarifying and explaining instructions, motivating and encouraging students as required, assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation etc, helping students to concentrate on and finish work set.
- b) In practical subjects, to assist with the preparation and use of equipment.
- c) To assist with the preparation and display of materials, where appropriate.
- d) Where appropriate, to assist with the monitoring and assessment of work for individual students within the classroom.
- e) To provide regular feedback about students to teachers.

3. SUPPORTING THE SCHOOL

- a) To contribute to reviews of students' progress
- b) To undertake moving and handling training and other training in respect of the management of physical disability.
- c) To take part in training days and staff INSET, whenever they fall.
- d) To drive school vehicles and undertake school and LEA minibus training as appropriate.
- e) To be available to attend field trips, residential and weekend school events
- f) To carry out exam invigilation, as and when required
- g) To be aware of school policies and procedures and implement them
- h) To be aware of confidential issues linked to home/ pupil/ teacher/schoolwork and to keep confidences as appropriate
- i) To perform other such duties as the Headmaster may from time to time determine.

NB: This allocation of duties is provisional and is subject to regular review.

GENERAL

- Promote and safeguard the welfare of students you come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- To comply at all times with requirements of Health & Safety at Work Act 1974 and school's Health & Safety policy statement.
- Participate in training and other learning activities and performance development as required.

Attributes	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none">• NVQ Level 2 in Teaching & Learning in Schools or Level 3 Qualification in Early Years and Child Care or equivalent.• Demonstrate levels of numeracy and literacy equal to GCSE (A – C)• Experience of working in a school• Experience of assisting with the physical/ personal care of our male students.• 	<ul style="list-style-type: none">• Experience working with children with specific social and emotional needs.• Experience working with families.• Additional qualifications around dyslexia or mental health
Experience		<ul style="list-style-type: none">• Working with a range of different students
Knowledge and understanding	The TA should have knowledge and understanding of: <ul style="list-style-type: none">• support mechanisms for teaching staff;• the National Curriculum structure;• have awareness of policies and procedures relating to child protection, health and safety, equal opportunities, confidentiality.	In addition, the TA might also have knowledge and understanding of: <ul style="list-style-type: none">• the different ways in which children learn;• behaviour-management strategies;• the issues related to disadvantaged sections of the community.
Skills and abilities	The TA will be able to: <ul style="list-style-type: none">• contribute to a range of teaching, learning and pastoral activities;• demonstrate excellent communication and written skills with high expectations of learning and behaviour• demonstrate good ICT skills;• work independently and as part of a team.	In addition, the TA might also be able to: <ul style="list-style-type: none">• have the ability to work effectively and network with a wide variety of support services;• plan, monitor and assess;• experience of one to one teaching and strategies;• take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children with complex needs;
Personal characteristics	<ul style="list-style-type: none">• Calm under pressure.• Maintains confidentiality.• Enthusiastic.• Ability to adapt to a variety of situations.• Shows initiative.	

	<ul style="list-style-type: none"> • Willingness to participate in INSET days and attend courses for their own professional development • Have a sense of humour • The ability to prioritise own time, with an emotional resilience when working under pressure to tight deadlines with a sense of balance and perspective. 	
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Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants