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| TRIN  **TRINITY CATHOLIC HIGH SCHOOL**  **(Science and Sports College)**  ***Chairman of Governors: Mrs S Musiu***  **Headmaster: Dr P C Doherty OBE, BA (Hons), DPhil (Oxon), FRSA**  \\TCHS-SVR-FILE1\UserData$\Staff\rosullivan\Desktop\brentwood image.png**Job Description – SEN Teaching Assistant**  **Summary of Job Description:**   * To work under the guidance of the SENCO and other teaching/senior staff, within an agreed system of supervision that complements the professional work of teachers by taking responsibility for agreed learning activities. Work may be carried out in the classroom or outside the main teaching area. * To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning and develop independence in their learning. This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development.   **Support for Teacher:**   * Support teachers in researching, selecting and devising complementary learning activities and teaching resources that meet the individual needs and interests of SEND pupils. * Work in partnership with teaching staff to ensure that appropriate differentiated learning activities are planned, delivered and monitored regularly, in order that children are working towards the expected outcomes as stated in SEN EHC Plans and SEN IEPs. * Attend planning meetings and under the direction and guidance of the teacher, contribute to the short, medium and long term planning and preparation of lessons. * Assist teaching staff in monitoring and evaluating the progress of SEND pupils and their responses to planned learning activities. To implement the scaffolded response to support independent student learning. As part of this, to provide teaching staff with feedback that will advise, guide and inform them regarding the specialist strategies and recommended teaching approaches that will help effectively match teaching with learning and establish an appropriate and challenging learning environment in relation to SEND support. * To raise the awareness of teaching staff to the strengths and difficulties of individual pupils. * Under the direction of the class teacher to undertake marking of pupils’ work and accurately assess and record achievement and progress. * To support the teacher in promoting the school’s behaviour policy.   **Support for Pupils:**   * Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils with SEND. * To promote the use of ICT in learning activities and develop pupils’ competence and independence in the effective application of ICT skills to support learning and progress. * Implement activities and individual programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the children’s understanding * Use specialist curricular / learning skills to set high expectations and establish productive working relationships that will support sustained pupil progress. * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. * Promote independence and employ strategies to recognise and reward achievement of self-reliance. * Provide feedback to pupils in relation to progress and achievement. * Provide support for the social and emotional development of pupils .   **Support for the Curriculum:**   * Assist the SENCO to ensure the successful planning and implementation of intervention programmes that must be tailored to the individual needs of identified pupils. * Implement learning activities / intervention programmes and adjusting such activities according to pupil responses and needs. * Assist with the development and implementation of IEPs and the whole school SEN Graduated Approach. * Attend, and participate in curriculum department meetings and training activities as required. * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.   **Support for School:**   * Attend progress / annual review meetings and provide parents and other professionals with objective and accurate reports that will demonstrate the achievements and progress of pupils towards targets. * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENCO, to support achievement and progress of pupils. * Establish positive and productive working relationships with pupils and actively promote the inclusion of all pupils. * Provide objective and accurate feedback and reports as required, to the teacher and SENCO on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own learning and behaviour.   **Other Tasks:**   * To undertake any additional responsibilities as directed by the SENCO who, as Head of Department, will quality assure, line-manage and oversee the performance of staff this area of SEN work. * Delivery of small group support programmes such as the spelling & literacy strategies, the cursive handwriting programme, accelerated reader, writing initiatives, phonics, numeracy support etc... * To help with the implementation of special access arrangements during examinations. * To assist with the implementation and marking of literacy assessments. * Participate in training and other learning activities and performance development as required. * Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. |