



JOB DESCRIPTION AND PERSON SPECIFICATION

Role	Learning Support (Teaching Assistant)
Salary Range	A8 - A14
Reporting to	Area Leader – SENCO
Accountable to	Principal
Performance Review	Initial meeting, 3 month, 6 month

We are looking for a new person to join our Inclusion team who has experience in supporting students with Special Educational Needs and/or Disabilities (SEND) who is passionate about removing barriers to learning.

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the GMAT.

Main purpose of the job:

To enable students to independently access learning and provide general support for students with SEND as directed by the SENDCo. To work collaboratively with all staff and parents in order to support student wellbeing under the guidance the SEND code of Practice. The successful candidate will be a Key worker for a specific cohort of students with SEND. Liaison with key members of staff across the school, (Teaching staff, Support staff, Safeguarding team, Pastoral team, SENDCo, SLT), governors, students and parents/carers will be necessary.

Specific Areas of Responsibility

- To plan and deliver targeted interventions to meet the needs of specific students.
- Plan collaboratively with subject specialists aspects of support, curriculum and assessment.
- Ensure effective systems of communication, including feedback about students' learning to inform future planning.
- Monitor and support the quality of provision for specified vulnerable students.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Assist with the supervision of student/s out of directed lesson time, including before and after school and social times if appropriate and within working hours.
- To encourage specific learners to become independent, collaborative learners.
- To monitor and support student behaviour, attendance and challenge underperformance.
- To identify and manage appropriate sanctions and rewards in place to support students.
- To liaise with the relevant staff across school regarding referrals, interventions and sharing of information.
- Be aware of/comply with/policies and procedures relating to child protection; health & safety; confidentiality and data protection; reporting all concerns to the appropriate person



Teaching and Learning

- Use specialist skills/training/experience to support students.
- Plan, coordinate and lead timetabled intervention groups and classes as appropriate.
- Record interventions on Provision Map and measure the impact by producing regular reports.
- Write leaning plans for key students in liaison with the student, family and relevant staff members.
- Work with students, subject leaders, class teachers to maximise student opportunities for success.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- To act as a 'key person' for allocated students as part of the whole school academy Inclusion strategy

Recording and Assessment

- Support teachers and departments in the assessment of student progress.
- Support targets for raising achievement for your key students.
- Attend parents evenings, where appropriate, and keep parents informed about their child's progress
- To support and monitor key students progress in curriculum areas, reporting back to the Area Leader/SENDCo where appropriate.
- Record all meetings with parents/carers and professionals on Provision Map.

Person Specification Applicants should be able to provide evidence of their ability to meet the following criteria.	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Qualifications/Training		
<ul style="list-style-type: none"> ● Evidence of relevant professional development and qualifications. 	E	A/I/R
<ul style="list-style-type: none"> ● Further and/or higher education qualifications 	D	A/I/R
<ul style="list-style-type: none"> ● ICT competency to Level 2 or equivalent in Microsoft Office and use of IWB 	D	A/I/R
<ul style="list-style-type: none"> ● Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2. 	E	A/I/R
<ul style="list-style-type: none"> ● Willingness & ability to obtain &/or enhance qualifications &/or training for development in this post. 	E	A/I/R
<ul style="list-style-type: none"> ● Teaching Assistants NVQ or equivalent qualification or relevant experience 	D	A/I/R



Experience/Knowledge		
● Working knowledge of curriculum and other relevant learning programmes/strategies	D	A/I/R
● Understanding of principles of child development and learning processes and how to support student wellbeing	D	A/I/R
● Awareness of strategies and approaches relevant to teaching students with SEND.	E	A/I/R
● Effective behaviour for learning strategies.	D	A/I
● Experience of working as a Teaching Assistant or equivalent experience of working with children or young people	D	A/I
Skills & Attributes		
● Flexibility to deal with diverse needs of the post.	D	A/I
● Ability to relate well to children and adults	E	A/I
● Friendly and personable, able to communicate well with others	E	A/I
● Ability to work well within a team, and support colleagues	E	A/I/R
● Self-motivating and proactive	E	A/I
● Reliable, respectful and confident	E	A/I
● Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I
● The will to model the values of the Academy at all times and to generate a shared purpose	E	A/I
● A commitment to community cohesion and social inclusion	E	A/I
● Personal resilience and determination to achieve the highest standards for yourself and others	E	A/I

All appointments are subject to satisfactory references and enhanced DBS checks.