

Chief Executive: Mr Tarun Kapur CBE

Chairman: Mr Damian McGann

Dear Applicant

Thank you for your interest in the position of **Teaching Assistant Level 3 SEN – Complex Needs at Ashton on Mersey School, Cecil Avenue, Sale, M33 5BP.**

Salary – Band 5 Point 18-22, £24313 - £26317 per annum pro rata. Actual salary £21235 per annum.

* 36.25 hours per week, 8am – 4pm Monday to Friday
* Term time including periods of school closure
* Local Government Pension Scheme – Greater Manchester Pension Fund

Please find below a job description and person specification.

If you would like to learn more about The Dean Trust, please visit thethedeantrust.co.uk.

**Method of Application**

The preferred method of application is electronically via email to [recruitment@thedeantrust.co.uk](mailto:recruitment@thedeantrust.co.uk). All applications must be made using the Dean Trust’s application form. Applications will be shortlisted for interview and the HR Department will contact those applicants who are selected.

**Closing Date**

Applications received after the closing time of **10am Wednesday 21st August 2019** will not be considered.

The Dean Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

If you have any questions please contact us on 0161 973 1179 or email [recruitment@thedeantrust.co.uk](mailto:recruitment@thedeantrust.co.uk). Thank you again for your interest in working for The Dean Trust. We look forward to hearing from you.

**Human Resources Department**



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| Cecil Avenue, Sale, Cheshire, M33 5BP  t: 0161 973 1179  e: office@thedeantrust.co.uk  w: www.thedeantrust.co.uk  Registered in England 8027943 VAT Registration 195 3889 46  The Dean Trust is a company limited by guarantee. |  |

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

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| **Job title** | **Teaching Assistant Level 3 SEN – Complex Needs** |
| **Reporting to** | **Assistant Principal SEND/Inclusion - Director of Transition** |
| **Main purpose of job** | To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups of pupils with severe learning needs, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting staff in the whole planning cycle and the management/preparation of resources for pupils and staff. |
| **Key responsibilities:** | |
| **Leadership** | |
| * To lead in development of learning resources both in lessons and in individual learning sessions for all SEND pupils with severe learning needs and to ensure all pupils have access to the correct learning environment. * Liaise effectively with Team Leaders, staff and Assistant Headteacher for SEND to ensure access is correct. * Coordinate external therapy/agency sessions. * Lead parental meetings regarding progress, access to school, the curriculum, assessment outcomes and needs of pupils in school and when at external learning environments. * To provide an explicit link with Brentwood School and Trafford for implementation of training for staff in regards to teaching pupils with Downs Syndrome. | |
| **Support for pupils** | |
| * Use identified specialist (curricular/learning) skills/training/experience to support pupils with severe learning needs. * Assist with the development and implementation of IEPs. * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Promote the inclusion and acceptance of all pupils within the classroom. * Support pupils consistently whilst recognising and responding to their individual needs. * 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/staff and parents in relation to progress and achievement. | |
| **Support for teachers** | |
| * Work with the teacher to establish an appropriate learning environment. * Work with both Secondary school teachers and in liaison with Brentwood School to ensure lessons can be accessed and pupils make progress both academically and emotionally. * Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. * Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. * Provide objective and accurate feedback and reports as required, to the SEND team on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * Be responsible for keeping and updating records as agreed with the SEND team and contributing to reviews of systems/records as requested. * 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 behaviour. * Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed. * Administer and assess routine tests. * Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc. | |
| **Support for the curriculum** | |
| * Implement and monitor agreed learning activities/teaching programmes, differentiating activities according to pupil responses/needs. * Implement local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of relevant skills. * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. * Help pupils to access learning activities through specialist support. * Determine the need for, prepare and maintain general and specialist equipment and resources. * Advise on appropriate deployment and use of specialist aid/resources/equipment. | |
| **Support for the school** | |
| * 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 and support difference and ensure all pupils have equal access to opportunities to learn and develop. * Contribute to the overall ethos/work/aims of the school. * Appreciate and support the role of other professionals. * Attend and participate in regular meetings as required. * Participate and lead training and other learning activities as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate. * Assist with the supervision of pupils in non-teaching times, including before and after school and at lunchtime. * Supervise pupils on visits, trips and out of school activities as required. * Undertake planned sessions/activities before and after school as directed by SEND managers/Senior staff. | |
| **SEN PAYBAND** | |
| TAs appointed to jobs carrying the SEN addition must be prepared to carry out duties that include:   * Dealing with complex behaviour/emotional needs * Dealing with complex physical, care and personal needs, including lifting and handling * Support complex sensory needs * Attend appropriate in service training as required to address the complex needs of the pupils * Communicate with parents/cares and other professionals around complex issues/needs * Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions. | |
| **All employees have the responsibility to:** | |
| * Ensure any documentation produced is to a high standard and is in line with the brand style * Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person * Participate in training and other learning activities as required * Participate in the school/academy Performance Management process * Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate * To promote the area of responsibility within the school/academy and beyond * To represent the school/academy at events as appropriate * To support and promote the school/academy ethos * To undertake any other duties and responsibilities as required that are covered by the general scope of the post * To undertake any other reasonable duties at the request of the Chief Executive Officer and Headteacher | |

All post holders must comply with The Dean Trust professional standards for leaders and managers. The job description will be reviewed as necessary as part of the Performance Management process and is subject to modification and amendment at any time after consultation with the post holder

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| **Qualifications and training** | **Essential**   * Education to at least GCSE level. * Good numeracy/literacy skills. * TA Level 2 experience within a mainstream school.   **Desirable**   * HLTA qualified * A level qualification. * Effective use of ICT to support learning. |
| **Experience** | **Essential**   * Working with or caring for children of relevant age. * Knowledge and experience of working with pupils with specific needs, eg ASD, ADHD, SpLD. * Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.   **Desirable**   * Previous experience of supporting pupils with Severe Learning Needs i.e. Down Syndrome. * First Aid trained. |
| **Knowledge** | **Essential**   * To be able to work as part of a team and to have good inter-personal relationships. * Participate in development and training opportunities. * Sound knowledge of the causes and patterns of poor behaviour and strategies to address these. * Ability to use own initiative in undertaking tasks. * Effective use of ICT to support learning. * Use of other equipment technology – video, photocopier. * Ability to lead SEND intervention strategies.   **Desirable**   * Knowledge of relevant policies/codes of practice and awareness of relevant legislation. * Sound Knowledge of the literacy / numeracy KS3 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum * Sound knowledge of one or more areas of special need (depending on setting) and Code of Practice for SEN. |
| **Skills and abilities** | **Essential**   * Ability to work with a wide range of people and services. * Proven communication skills, verbal and written. * Ability to communicate ideas and plans with other Teaching Assistants, Team Leaders, SEND Managers and staff. * Calmness under pressure.   **Desirable**   * General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. * Ability to self-evaluate learning needs and actively seek learning opportunities. |