Post: SEND Teaching Assistant

Responsible to: Assistant Principal

Key Outcomes:

- **Support for children's learning**
  Following work plans approved by the teaching staff, provide direct support for the learning of individual children or groups of children, including these with special needs, to achieve defined progression targets in a child's learning plan and in class plans through:

  - Activities, interventions, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback to behaviour.
  - Developing the physical, emotional and educational development of children.
  - Supervising and encouraging safe behaviour of individual and groups.
  - Analysis of achievement to develop reinforcement of structured learning habits which meets defined targets for accessing the curriculum as set by the line manager.

- **Support the learning environment**
  Develop work plans, following guidance from the teaching staff, and prepare, store, retrieve, sort and display materials, finished work, equipment, project work and or assignment documents to assist in providing an effective learning environment as determined by the teacher to:

  - Promote the required standards of achievement and performance, including feedback through structured assessment, for individuals and groups within the classroom.
  - Support the development of continuous improvement in both personal performances in the job and the work of the team.
  - Assist in the development, monitoring, reviewing and progression of children's learning plans.
  - Support invigilation and assessment processes, following procedures and under supervision.
  - Assist in the supervision of the work of support staff colleagues/placement students, as required and defined by the line manager, to develop continuity and consistency in the work of the support team which achieves the attainment of standards in learning progress by the school required by the Governors, Principal and the Office for Standards in Education (OFSTED).

- **Care and support for children**
  Attend to the day to day needs of children, inside and outside the classroom, by:

  - Provision of personal, social, hygiene, welfare and behaviour support for students.
  - Intervention to promote the process of individual children in attaining defined goals.
  - Promoting effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records to provide the basis for home/school liaison and contacts with other agencies.
  - Reporting concerns about progress, identifying solutions, to the teacher
  - Assisting educational and therapeutic professionals in their delivery of specialist support programmes.

- Carrying out specified medical care procedures following direct specific training by a qualified practitioner.
- Assisting with the assessment by the teacher of individual children's development through observation, creation and retrieval of records, discussion with colleagues and teachers to promote the social, emotional and behavioural standards defined by Venturers' Academy.
- To promote the social, emotional and behavioural standards defined by Venturers' Academy.

General Accountabilities:

- So far as reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Health, Safety and Welfare policy, departmental policies and codes of practice.
- Work in compliance with Codes of Conduct, Regulation and policies of Venturers' Academy and Venturers Trust, and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.
- To cover for absent colleagues as requested.
- To undertake other duties that the Principal of the Venturers' Academy may reasonably request.

Organisation:

- Promoting and safeguarding the welfare of children and young people within the school.
- To ensure all personal data is processed in line with General Data Protection Regulation.
- Comply with and assist the development of policies and procedures relating to all school and Trust policies including Child Protection, Health and Safety, confidentiality and Data Protection, freedom of information and reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the development and implementation of the overall ethos/work/aims of the school.
- Develop positive relationships and communicate with other agencies/professionals.
- Develop constructive relationships and liaison between managers/teaching staff and associate staff.
- Develop learning relationships with parents/carers.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

E-ACT is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	SOURCES OF EVIDENCE
Qualifications	A GCSE grade of C or higher in English and mathematics. A proficiency in improving basic numeracy and literacy with specialist skills in literacy that will enable you to work with targeted individuals.	CACHE Level 3 Award in Supporting Teaching and Learning. Professional qualification relative to post. PGCE. TEFL qualification	Application Interview Assessment
Experience	Minimum of 6 months' experience of working with children with additional needs in an educational setting, within the last 3 years. Experience of working effectively supporting children in a learning environment. Understanding of principles of child development and learning processes and in particular, barriers to learning.	Experience of relevant learning programmes/strategies/codes of practice. Experience of working with students with English as an Additional Language.	Application Interview
Professional Development	Commitment to continuing personal and professional development.	Evidence of recent professional learning	Application Interview
Knowledge & Understanding	Ability to document findings in appropriate format. Ability to communicate and relate to staff, students and parents alike. Effective use of ICT and technology. Ability to work constructively as part of the TA support team.	Training in the relevant strategies for literacy and/or curriculum or learning area e.g. bi-lingual, sign language, dyslexia. Training in strategies to support students with English as an Additional Language.	Application Interview Assessment
Personal Attributes	Flexibility to cope with diverse needs of the role. Resilience to work under pressure. Positive, personable and optimistic.	-	Application Interview Assessment