Job Description

Job title	**Teaching Assistant - SEND**	Contract	**Permanent**
Department	**Learning Support**	Reports to	**SENCO**

Our mission

We will inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be: to create a passion for lifelong learning; to enable our pupils to become confident, kind and impactful world citizens.

Your role

The SEND Teaching Assistant is part of a team of practitioners responsible for the education and care of our pupils.

The Teacher and the SEND Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and the whole curriculum (including the National Curriculum) and their independence as a learner.

The SEND Teaching Assistant works under the direction and control of the Headteacher and the relevant SENCO/class teacher and should expect to work independently with minimal supervision by a teacher. Their role is to support the Special Needs of the child to enable them to access the school environment, curriculum and learning.

Person specification

Effective communication	Essential
Ability to adapt or modify interactions to meet pupil needs	Essential
Ability to summarise and present information from observations of pupil performance	Essential
Effective time management, planning and collaboration	Essential
Group dynamics and how to apply them	Essential
Ability to apply a structured activity within a group setting	Essential
Obtain and interpret information on pupils' literacy/numeracy skills, individual learning targets and specific support needs	Essential
Ability to recognise the range and implications of factors that impact pupil behaviour	Desirable
An understanding of the behaviour patterns that might indicate problems such as bullying or child abuse	Desirable
Minimum three years working as a Teaching Assistant and N/SVQ Level 3 in Teaching/Classroom Assistance or equivalent qualification and assessed as competent to progress to Grade 3	Desirable
Relevant GCSE, 'A' level or graduate qualifications or equivalent	Desirable

Accountabilities

Strategy	■ Support the ELAT vision, mission and values. ■ Contribute to the trust's mission of continuous improvement. ■ Will make a positive contribution to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.
Planning	■ Plan, organise and manage activities and tasks, which reflect specific curriculum expertise, knowledge and understanding. ■ Manage groups or individuals from a class without the presence of the class teacher.

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Delivery	**Support for pupils:** ■ provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education/Healthcare Plans ■ support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets ■ support pupil(s) access to the curriculum by differentiating instructions and resources ■ take appropriate action to minimise health, safety and security risks, which arise during activities ■ provide advice and assistance as required to enable pupils to develop basic hygiene skills, supporting pupils in respecting their own and others' needs relating to health and hygiene matters ■ support pupils experiencing emotional dysregulation and provide deescalating techniques that encourage self-regulation. ■ Support pupils displaying challenging behaviours; physical, verbal and emotional responses by following school policy, risk assessments and having regard to pupil wellbeing. ■ Support children with physical needs in a safe and professional manner, following any Health Care Plans in place. ■ foster pupil independence through improvement in their knowledge, skills, understanding and behaviour ■ support behaviour management at the beginning and end of lessons and during lesson transfer ■ where necessary and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the School Visits Policy **Support for the teacher(s):** ■ prepare materials of the quality and quantity specified by the teacher ■ ensure that teachers are aware of the specific learning needs and targets of identified pupils ■ help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly ■ report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher **Support for the school/department:** ■ attend all and any meetings as appropriate ■ support and assist in the administration of any assessments ■ contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement or (subject) weaknesses ■ demonstrate a willingness to share information and expertise, which could benefit other team members in their work

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	■ give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning ■ actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school ■ promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO **Support for the curriculum** ■ agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs ■ obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development ■ deploy specific (to be agreed) subject curriculum knowledge, understanding and expertise to support pupil(s) learning ■ agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies ■ promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved ■ respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images ■ provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs ■ monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes ■ provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills ■ use appropriate strategies for challenging and motivating pupils to learn
People Management/ Organisational Development	■ To full take part in the Trust's performance management system. ■ To maintain required level of continued professional development.
Information Management and Reporting	■ Support the maintenance of pupil records. ■ Provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews.
Data Protection	■ All staff have a responsibility under the 2018 (GDPR) Data Protection Act to ensure that their activities comply with the Data Protection Principles. Staff should not disclose personal data outside the Trust's procedures, or use personal data held on others for their own purposes.
Health and Safety	■ Hold responsibility to avoid action that could threaten the health or safety of themselves, other employees, customers or members of the public.

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Good Citizenship	▪ Hold personal accountability in ensuring continual focus on enhancing the staff and pupil experience through actions, words and behaviour. Our pupils are the most important members of our institution and must be treated as such.

Key Stakeholders	Pupils, Teacher, SEND Team, Parents, Carers and appropriate agencies
Trust Values	Passion, Respect, Inclusion, Challenge, Openness

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