



## JOB DESCRIPTION

<b>Post Title:</b>	<b>Intervention Teaching Assistant (SEN)</b>	<b>Grade :</b>	BEX 05
<b>Responsible to:</b>	SENCo		
<b>Responsible for:</b>	N/A		
<b>Main purpose of the job:</b>			
<p>Championing the entitlement for all children to have access to the highest quality of education and promoting “Excellence Every Day” through the delivery of specific high quality intervention programmes under the guidance of the SENCO and in line with the individual needs of pupils as based on their EHCPs or individual education plans. Flexibility to offer whole class support as well as small group interventions and 1:1 programmes and to update Section F or individual programme progress information to show the impact of all interventions. Provide supervision to pupils during lunchtime periods as required and provide additional support to pupils for whom unstructured times may be challenging.</p>			
<b>Duties and Responsibilities:</b>			
<p><b>Supporting pupils</b></p> <ul style="list-style-type: none"> <li>● Deliver specific intervention programmes under the direction of the SENCo (working to the plans of the Director of SEND, Safeguarding and Inclusion)</li> <li>● Working in whole class, small group and 1:1 situations as per the needs of the cohort and scheduled timetable devised by the SENCo</li> <li>● Communicating closely and collaborating with class teachers to embed strategies for pupils with additional needs in their class setting</li> <li>● Build a positive relationship with the pupils, promoting high self-esteem, independence and social inclusion</li> <li>● Supervise pupils during lunchtime periods and encourage healthy eating, positive social behaviours and respectful social interaction during unstructured times</li> <li>● Promote high standards of behaviour, responding to incidents in line with the school’s behaviour policy and guidelines on physical intervention</li> <li>● Engage all children in learning activities, model problem-solving and enthuse pupils to develop independent learning strategies</li> <li>● Supporting pupils with additional needs in the classroom and using strategies in line with personalized plans to reduce barriers to learning</li> <li>● Communicate class routines and expectations to promote consistency for pupils and across the school community</li> <li>● Use knowledge of each pupil to build positive and enriching relationships which support healthy self esteem, social, emotional and mental health needs</li> </ul> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>● Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and accelerate pupil progress</li> </ul>			

- Planning and delivering individual and small group interventions as determined by the SENCo and in line with each child's individual plans
- Reducing barriers to learning for pupils with additional needs and closing gaps in progress for vulnerable learners
- Contribute to the planning of differentiated learning activities for pupils with additional needs or those who are deemed at risk of not achieving their potential due to undiagnosed or unmet needs
- Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of the pupil in new experiences and learning as well as extracurricular activities
- Advise teaching staff on strategies and environmental considerations which reduce or remove barriers to learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment which is adapted to meet the needs of individual learners
- Use ICT skills to support pupils with additional needs and increase access to the curriculum
- Develop social stories, deliver Speech and Language programmes, use alternative communication methods (PECS / Makaton / BSL) and support social communication of pupils
- Through observations, provide regular feedback to teachers on the pupil's progress, attainment and barriers to learning
- Monitor, record and report on progress and attainment (including updating Section F of the EHCP)

#### **Working with staff, parents/carers and relevant professionals**

- Share knowledge and understanding of the pupil with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with other staff members, pupils, and parents and carers
- Keep other professionals accurately informed about performance, progress and any areas of concern and produce reports as required as well as contribute to the annual review process and statutory assessment
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisors and improvement partners
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

#### **Communication**

- Use direct face to face communication in the workplace to promote open dialogue where possible
- Respond to emails within the directed time or within 48 hours where no timescale is given
- Record all communication with parents / carers on the relevant on-line platform as appropriate

#### **Professional development**

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Fully engage in opportunities to build the appropriate skills, qualifications, and/or experience needed for the role under the guidance and direction of the Trust Teaching and Learning Lead / Head Teacher / Director of SEND, Safeguarding and Inclusion
- Be an active participant in the school's appraisal and coaching procedures as part of the overall vision for "Excellence Every Day"

#### Other areas of responsibility

##### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies including the recording and reporting as per the policy and procedures of the Trust
- Promote the safeguarding of all pupils in the school

<b>Signed by:</b>	<b>Post holder:</b>	<b>Date:</b>
	<b>Line Manager:</b>	<b>Date:</b>
<b>Last review date</b>	<b>May 2022</b>	
<b>Next review date</b>	<b>May 2023</b>	

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Qualifications and training
<ul style="list-style-type: none"><li>● GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths (and preferably Science)</li><li>● Level 3 Teaching Assistant qualification or equivalent</li><li>● ELKAN trained (or willingness and ability to complete within an agreed timescale)</li><li>● Evidence of training in challenging behaviour, ASC and ADHD (AET accreditation; Team Teach; Social Use of Language; PECS; Makaton or willingness to achieve appropriate accreditation)</li><li>● Evidence of additional training with qualifications to support pupils with additional needs</li></ul>
Experience
<ul style="list-style-type: none"><li>● Experience working in a mainstream or special school with pupils with additional needs</li><li>● Experience working with children / young people with special educational needs (SEN) and able to simultaneously demonstrate aspirational goals for all pupils</li><li>● Experience supporting, planning and delivering recognized intervention programmes and be able to link these to improved performance in the classroom.</li><li>● Experience of producing reports on progress and achievement of pupils and / or contributing to the annual review or statutory assessment process.</li><li>● Experience of providing advice and guidance to class teachers on strategies for inclusion</li><li>● Experience of managing challenging behaviour successfully</li></ul>
Skills and knowledge
<ul style="list-style-type: none"><li>● Good literacy and numeracy skills</li><li>● Good organisational skills</li><li>● Ability to build effective working relationships with pupils and adults</li><li>● Skills and expertise in understanding the needs of all pupils and knowledge of strategies to make learning accessible to all pupils</li><li>● Knowledge of how to help adapt and deliver support to meet individual needs within a whole class environment</li><li>● Knowledge of the SEN Code of Practice</li><li>● Knowledge of intervention programmes which meet the needs of our cohort and enable them to flourish in a mainstream setting</li><li>● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li><li>● Excellent verbal communication skills</li><li>● Ability to work as part of a team and to be flexible in their approach to daily routines, prioritizing the operational needs of the school above all else</li><li>● Active listening skills</li><li>● The ability to remain calm in stressful situations</li><li>● The ability to manage behaviours that challenge and support the mental health of all pupils.</li></ul>

- The ability to develop independent learning skills in all pupils and engage them effectively in their learning
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly in using ICT to support learning

#### Personal qualities

- Enjoyment of working with children
- Aspirational attitude to learning and achievement for all in promoting “Excellence Every Day”
- Sensitivity and understanding, to help build good relationships with pupils whilst equally communicating clearly expectations and maintaining appropriate boundaries
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- High level of resilience and ability to depersonalize challenges presented by escalating behaviours.
- Non-punitive, trauma-informed approach to pupils with challenging behaviour
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people
- Full commitment and willingness to engage in own professional learning and development through coaching and involvement in evidence-based research relevant to role and / or aspirations