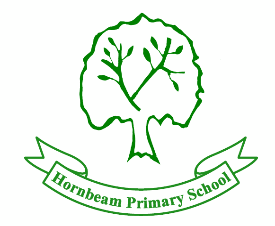
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**Job Description & Person Specification**

**1:1 SEN Teaching Assistant**

**Initially in Early Years/ KS1**

**Salary:** KR3

**Hours:** Part-time

**Contract type:** Dependent on High needs funding so temporary.

**Reporting to:** SENCO

**Main purpose**

To provide learning and care support for pupils with special educational needs (SEN). This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions, and behaviour management.

**Duties and responsibilities**

**Supporting pupils**

* Build positive relationships with pupils, promoting high self-esteem and independence.
* Adapt communication style to respond to pupils according to their individual needs.
* Support pupils with their social, emotional, and mental health needs, escalating concerns where appropriate
* Promote high standards of behaviour, responding to incidents in line with the school’s behaviour policy and guidelines on physical intervention.
* Assist with the development and delivery of individual education and support plans.
* To use techniques of reward and time out as part of a behavioural programme
* To provide information for behavioural records and report back as required
* To liaise with parents/carers where appropriate
* To support and implement school behaviour policy.
* To ensure minimal disruption to the learning of the class / groups by supporting with behaviour management and assisting/providing removal and regulation time as needed
* To work under the guidance of teaching staff/SLT to provide support in addressing the needs of pupils who require help with regulating their behaviour, including pupils with ASD, ADHD, and other special educational needs.
* Support pupils with their toileting and medical needs where appropriate.

**If working with a child with additional and/or complex needs (1:1 support)**

* Provide learning activities for individuals under the professional direction of a qualified teacher, differentiating and adapting learning programmes to suit the needs of the allocated pupil.
* Assess, record and report on development, progress and attainment as agreed with the teacher.
* Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher.
* Plan and evaluate specialist learning activities with the teacher, writing reports and records as required.
* Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.

**Teaching and learning**

* Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom.
* Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
* Use ICT skills to advance pupils’ learning.
* Through observations, provide regular feedback to teachers on pupil progress, attainment, and barriers to learning.
* Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
* Monitor, record and report on progress and attainment
* Contribute to the overall ethos, aims and work of the school.
* To help the child to focus his/her attention and keep on the task.
* To help the child develop positive relationships with other children and adults.
* To be ready to listen to the child and offer appropriate support when necessary.

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

* Share knowledge and understanding of pupils to 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 parents and carers under the direction of teachers.
* Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment, and barriers to learning, as directed by teachers.
* Collaborate and work with colleagues and other relevant professionals within and beyond the school.
* Develop effective professional relationships with colleagues.

**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.
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
* Take part in the school’s appraisal procedures.

**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.
* Promote the safeguarding of all pupils in the school.
* Add any other duties of relevance to your school.

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.

Hornbeam Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

**Person specification**

|  |  |
| --- | --- |
| criteria | qualities |
| **Qualifications  and training** | GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths  Add any further qualifications needed |
| **Experience** | Experience working in a school environment or other educational setting.  Experience working with children / young people with special educational needs (SEN)  Experience planning and delivering learning activities.  Add any further experience needed |
| **Skills and knowledge** | Good literacy and numeracy skills  Good organisational skills  Ability to build effective working relationships with pupils and adults.  Skills and expertise in understanding the needs of all pupils.  Knowledge of how to help adapt and deliver support to meet individual needs.  Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.  Excellent verbal communication skills  Ability to work as part of a team and to be flexible in their approach to daily routines.  Active listening skills  The ability to remain calm in stressful situations.  Knowledge of guidance and requirements around safeguarding children  Good ICT skills, particularly using ICT to support learning.  Add any further skills and knowledge needed |
| **Personal qualities** | Enjoyment of working with children  Sensitivity and understanding, to help build good relationships with pupils.  A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.  Commitment to always maintaining confidentiality.  Commitment to safeguarding pupils’ wellbeing and equality.  Resilient, positive, forward looking, and enthusiastic about making a difference.  Capacity to inspire, motivate and challenge children and young people.  Add any further qualities needed |

**Headteacher/line manager’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**

**Postholder’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**