

# Job Description

**Post:** Teaching Assistant (SEND)

**Responsible to:** SENDCo/SLT

## Core Purpose

To work in partnership with class teachers to **assist pupils' with significant needs and/or Education and Health Care Plans**, and to support their learning in line with the national curriculum, codes of practice and school policies and procedures.

Working with individuals or small groups of children under the direction of teaching staff. Provide support to pupils with moderate learning, behavioural, communication, social, sensory or physical difficulties.

## Responsibilities

- Interact with, and support pupils, according to individual needs and skills
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Establish positive relationships with pupils supported
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support pupils with activities which support literacy and numeracy skills
- Support the use of IT in the classroom and develop pupils' competence and independence in its use
- To attend to pupils' personal needs including help with social, welfare, care and health matters, as well as intimate care
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required
- Assist with the development and implementation of IEPs
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher
- Assist the teacher and other staff in the implementation of care programmes
- To support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- To assist with the preparation, maintenance and control of stocks of materials and resources
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To assist with the display and presentation of pupils' work
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities
- To assist with escorting pupils on educational visits
- To assist pupils during activities e.g. swimming, PE
- To understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health, safety and wellbeing in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

#### **Additional Requirements**

- REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
- The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
- The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description

# Person Specification

|   | Essential | Desirable |
|---|-----------|-----------|
| Right to work in the UK   | *         |           |
| <b>Knowledge/Qualifications and experience</b>  |           |           |
| English & Maths GCSE at grade D or above  | *         |           |
| Successful experience working with SEN children in a school/early years environment OR<br>Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience OR<br>Completion of DCSF induction programme | *         |           |
| Basic knowledge of First Aid and understanding of school  |           | *         |
| Good reading and writing skills   | *         |           |
| Good numeracy skills  | *         |           |
| Knowledge of basic ICT to support learning  | *         |           |
| Ability to write basic reports  | *         |           |
| Ability to use clear language to communicate information unambiguously<br>Ability to listen effectively   | *         |           |
| Overcome communication barriers with children and adults  | *         |           |
| Consult with children, colleagues, families and carers and other professionals  | *         |           |
| Understand and implement the school's behaviour management policy   | *         |           |
| Ability to understand and support children with developmental difficulty or disability  | *         |           |
| Good understanding of the school curriculum<br>Knowledge of literacy/numeracy strategies  |           | *         |
| Good understanding of the general aspect of child development<br>Ability to assess progress and performance   | *         |           |
| Understand and support the importance of physical and emotional wellbeing   | *         |           |
| <b>Skills , abilities and personal attributes</b>   |           |           |

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|--|---|---|
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people  | * |   |
| Commitment to promote and support the aims of REAch2   | * |   |
| Effective communication skills with a range of audiences, both written and oral  | * |   |
| Excellent numeracy/literacy skills   | * |   |
| Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture                                    |   | * |
| Ability to establish rapport and respectful and trusting relationships with children, colleagues and other professionals, their families and carers and other adults | * |   |
| Know when, how and with whom to share information  | * |   |
| Ability to follow instructions accurately  |   |   |
| Good organisational skills   | * |   |
| Ability to remain calm under pressure  |   |   |
| Awareness of and commitment to equality  | * |   |
| Basic understanding of Health, Safety and Well-Being   | * |   |
| Understand and implement child protection procedures   | * |   |
| Understand procedures and legislation relating to confidentiality  | * |   |
| Understand the role of others working in and with the school   | * |   |
| Understand and value the role of parents and carers in supporting children   |   |   |
| Demonstrate a positive attitude to learning and a commitment to professional development   | * |   |
| Ability to manage own time effectively   | * |   |
| Ability to teach a structured activity to a group  | * |   |
| Excellent interpersonal skills   | * |   |
| Work constructively as part of a team, making important contributions  | * |   |
| Be prepared to develop and learn in the role   | * |   |