



SEND TEACHING ASSISTANT
VALLEY INVICTA PRIMARY SCHOOL AT AYLESFORD

JOB DESCRIPTION	
Job Title	SEND Teaching Assistant
Grade	VIAT 2
School / Department	VIAT Primary
Base	Aylesford
Reports to	Class Teacher
Accountable to	Headteacher

Job Summary

To work within a collaborative team, including the class teacher, school SENCO, Trust Director of SEND and other specialist professionals (including Speech and Language Therapists and Occupational Therapists) to provide dedicated support to a pupil with Downs Syndrome.

To work with the class teacher to support the pupil to be able to engage and participate inclusively in whole-class teaching and learning opportunities that will be adapted to the appropriate level for the pupil.

Key Working Relationships

- Headteacher
- Class Teacher
- SENCO
- Associate/support staff
- Trust Director of SEND
- Specialist Professionals working with the pupil

Key Responsibilities

Support for pupils

- To develop a knowledge of a range of appropriate learning support strategies to support the needs of a pupil with Downs Syndrome;
- To supervise and provide specific support as needed for a pupil with Downs Syndrome, ensuring their safety and access to learning activities and supporting them to engage inclusively with their peers in the range of learning and social opportunities provided;
- To aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Breaking down, clarifying and explaining instructions;
 - ensuring the child is able to use the specialist equipment and resources provided;
 - providing additional targeted support as directed by the specialist professionals working with the pupil so that this is used and embedded across the curriculum;
 - meeting physical needs as required whilst encouraging independence;
 - assisting with the development and implementation of the pupil's EHCP Provision Plan and the review of the targets and provisions- working closely with the class teacher and SENCO;
 - developing appropriate resources to support the pupil as needed;
 - providing support for the pupil inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.

- Assist with the pupil's personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist with the pupil in activities as needed.
- To establish a constructive relationship with the pupil and other pupils in the class and interact with them according to individual needs;
- To promote the inclusion and acceptance of all children;
- To set challenging and demanding expectations and promote self-esteem and independence;
- To provide the necessary pastoral care to enable children to feel secure and happy;

Support for teachers

- Assist with the class teacher (and the other specialist professionals as appropriate), in the development and planning of a suitable programme of support for the pupil;
- Monitor the pupil's responses to learning activities and accurately record achievement as directed;
- Provide detailed and regular feedback about the child to the teacher;
- Contribute to the maintenance of the child's progress records and the review and development of the EHCP Provision Plan- with support from the class teacher and SENCO;
- Participate in the evaluation of the support programmes in place;
- Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;
- Establish constructive relationships with parents/carers;

Support for the curriculum

- Undertake structured and agreed interventions/teaching programmes, adjusting activities according to the pupil's responses;
- Liaise with specialist professionals (Speech and Language Therapy and Occupational Therapy) to understand and deliver specialist programmes, interventions and strategies as needed to ensure that these are embedded consistently.
- Support the use of ICT and appropriate Assistive Technology tools in learning activities and develop the pupil's competence and independence in its use;
- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

Support for the School

- Be aware of and comply with the procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Appreciate and support the roles of other professionals;
- Attend and participate in relevant meetings as required;
- Where appropriate develop a relationship to foster links between home and school;
- Liaise, advise and consult with other members of the team supporting the children as appropriate;
- Contribute to reviews of children's progress as appropriate,
- Set a good example in terms of dress, punctuality and attendance;
- Prepare and present displays of children's work as required;
- Monitoring mealtimes including promoting good table manners;
- Undertake other duties from time to time as required by the headteacher.

Support for the Trust

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the relevant Trust lead.
- To contribute to overall ethos, work and mission statement of the Trust.
- To undertake broadly similar duties commensurate with the level of the post required by the Headteacher/Trust Management Group.
- Participate in the school's appraisal process.

Representing the Trust

- To act as ambassador for the Trust, ensuring that the needs and views of the Trust are fairly represented in external (including national and sector) forums and that opportunities are taken to enhance the reputation of the Trust and realise business development opportunities.

Safeguarding

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

Equality and diversity

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

Statement

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION		
AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> English and Mathematics GCSE (C grade or above) Level 2 Diploma (or equivalent) with proficient practical skills. 	<ul style="list-style-type: none"> Teaching Assistant qualification. First aid qualification or be prepared to undergo first aid training
Experience	<ul style="list-style-type: none"> An Understanding of relevant policies/codes of practice and awareness of relevant legislation 	
Knowledge	<ul style="list-style-type: none"> Knowledge and experience of working with pupils with a range of needs in a primary setting 	<ul style="list-style-type: none"> Experience (personal or professional) of working with children with Downs Syndrome
Skills	<ul style="list-style-type: none"> Be able to support teaching staff in providing a stimulating and caring learning environment Be committed to supporting and nurturing children, adopting an inclusive approach that enables them to reach their full potential. Motivate and inspire children to learn. Be able to work as part of a team and on their own initiative. Be able to adapt and respond to children's individual emotional and physical needs Ability to use ICT effectively to support learning Ability to use other equipment technology, e.g. video, photocopier 	
Attributes	<ul style="list-style-type: none"> A passion for and commitment to inclusion and inclusive education for pupils with SEND Willingness to learn and accept specialist training opportunities to support the role Willingness to work closely with a wider team of professionals to support the needs of the child Ability to deal calmly with different situations as they arise Develop good relationships with pupils, parents and staff Understand and respect the principles of confidentiality The ability to communicate effectively with a wide range of people, including children, staff, parents and maintain full confidentiality at all times. A warm and welcoming manner. The ability to manage self & time well. A positive approach to self-improvement. 	