

JOB DESCRIPTION

Job title:	Specialist SEN Teaching Assistant (Outdoor Learning/ELSA/Wellbeing)
Grade:	NJC SC5 pt 11-15
Responsible to:	Assistant Headteacher
Responsible for:	---
Job purpose:	To support learning including all aspects of students Special Education needs.
Special consideration:	Hold a clear Enhanced DBS check

Key duties and responsibilities:

This post is subject to the current Conditions of Service for School Teachers in England and Wales and is in accordance with range of duties set out in that document relevant to the post holder's title and salary grade.

Particular Responsibilities:

1. Working under the direction of a class teacher and support whole class teaching, small group work or 1:1 intervention.
2. To have a deep understanding of children's EHCPs and to ensure the centre of their work is focused on support delivering of provision outlines in Section F
3. The role will may also include leading outdoor learning interventions if this is a specialism.
4. To engage in SEND meetings, understand allocations and manage personal timetable.
5. To support learning or enrichment opportunities in or outside the classroom.
6. To provide emotional support to pupils with a primary need of SEMH.
7. To have relentlessly high expectations of pupils
8. To be child centred and inclusive in your values and actions.
9. To play a positive part in a dynamic, responsive and high performing team
10. To collaborate in devising and implementing strategies to support pupils with emotional difficulties including supporting pupils who may display challenging behaviour
11. Support pupils with emotional difficulties to regulate their emotions in order to be fully included in all aspects of school life.
12. To know pupils' EHCP targets towards outcomes and provide appropriate support be that through specific targeted interventions or wider classroom strategies.
13. To attend relevant meetings, CPD and INSET.
14. To record progress against learning tasks or targets to contribute to wider assessment systems
15. To be committed to safeguarding and child protection by adhering to all policies and procedure relating to Safeguarding.
16. To perform active supervision duties across the day including breaks and lunch times.
17. To contribute to data collection as appropriate such as recoding incidents of challenging behaviour or contributing to assessment of learning.
18. To take a positive and active part in your own professional development
19. Undertake all other duties that are commensurate with the role.

Generic Responsibilities:

1. To ensure that service policies are reflected in daily practice
2. To liaise with outside agencies when appropriate
3. To support the Leadership Team Teacher in promoting the ethos of the service
4. To promote the welfare of children and to support the school in safeguarding children though relevant policies and procedures
5. To promote equality as an integral part of the role and to treat everyone with fairness and dignity

6. To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Service Health and Safety policy and any service-specific procedures / rules that apply to this role
7. To support, promote and positively publicise the service
8. To work collaboratively with all employees

Footnote: The job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade post.

Trust:

1. Promote the Trust's core themes of working with vulnerable young people and helping them to flourish.
2. Promote the safeguarding and welfare of children and young people, Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety).
3. Ensure high standards of behaviour and dress are maintained.
4. Attend Trust/Academy briefings, meetings and events as required by the Executive Principle or Headteacher.

Additional duties:

You may be required to carry out additional duties, as the Executive Principle or Headteacher may reasonably request, which are commensurate with the post.

PERSON SPECIFICATION
Specialist SEN Teaching Assistant (Outdoor Learning/ELSA/Wellbeing)

The following outlines the Minimum criteria for this post. Applicants who have a disability and who meet the minimum criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

MINIMUM	
QUALIFICATIONS (if essential)	<ul style="list-style-type: none"> • Functional Skills Level 2 Qualification in English and Maths or GCSE 4 or above <p>Desirable</p> <ul style="list-style-type: none"> • A relevant professional TA qualification (NVQ level 2) • HTLA qualification • Outdoor learning qualifications • Nurture UK or equivalent training • ELSA • Further education e.g. A Levels, Degree etc • Phonics or maths interventions
EXPERIENCE	<ul style="list-style-type: none"> • Experience working as part of a high performing team. • Experience of working independently following direction and also using initiative as well as working collaboratively within a team. <p>Desirable</p> <ul style="list-style-type: none"> • Have experience of being a Teaching Assistant in an SEN setting. • Delivering SEN interventions. • Delivering educational or pastoral interventions • Experience of delivering whole class, small group or 1:1 teaching and interventions. • Ability to contribute to one or more specific curriculum area. • Previous knowledge or experience of working within a positive behaviour support framework such as Team Teach or PROACT SCIP. • Evidence of successful work with disaffected and/ or emotionally vulnerable students. • Experience monitoring and assessing pupil progress. • Experience of outdoor learning such as forest school, D of E, or any other residential or adventure activities.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Great communications skills and an ability to adapt communications style to meet different pupils' abilities and sensibilities. • Ability to develop and maintain positive professional relationships. • Ability to adopt agreed professional values and child centred thinking.

	<ul style="list-style-type: none"> • Commitment to raising the levels of achievement of children of all abilities. • Ability to be calm, professional and objective at all times. • Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times. • Ability to adapt to dynamic demands and work flexibly often with little notice. • To be punctual and manage your time effectively • Highly organised and motivated to manage the diversity of the role. • Awareness of and commitment to Equality & Diversity • To have a positive and proactive approach to professional and personal develop
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of SEN in particular SEMH • Have knowledge of safeguarding and the implications of this within a SEN school environment. • Have a good minimum subject knowledge in at least English and Maths
BEHAVIOURS	<ul style="list-style-type: none"> • To demonstrate professionalism • To demonstrate empathy • To maintain confidentiality within working environment