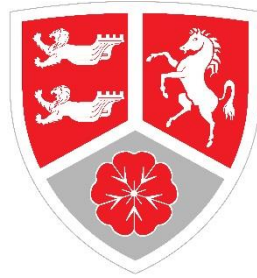


## The Charles Dickens School Job Description



**Name:**

**Job Description:** **Lead TA for SEN Interventions**

**Grade:** KR5

**Employed for:** 30 hours per week, term time only + 1 SDD

**Hours:** 08.40 – 15:10 Mon – Friday (to include 30 minutes unpaid lunch break)

**Responsible to:** **SENCO**

**Responsible for:** **Supporting all students with SEND, coordinating all SEN departmental interventions**

**Purpose:** To support the SENCO and Deputy SENCO and to coordinate the effective deployment, and monitoring of students for SEN departmental interventions. To deliver in class support programmes that enable all students to access the curriculum.

### **Safeguarding**

To promote safeguarding at all levels of the School as a member of support staff. A key focus of this role is to Safeguard all students at all levels across the school community. **It is expected that support staff will support teachers, Lead teachers, HOY and the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

### **Policy and Procedure**

- Act as a champion of the school's safeguarding policy and procedures and make sure you access these and understand them
- Be aware of your responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your teaching classes/form classes and within your designated curriculum area and promote your teaching as a vehicle to safeguard students.

### **Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out your role effectively with respect to safeguarding

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- Refresh knowledge and skills at least annually to remain up to date with any developments relevant your role and your responsibilities for safeguarding
- Obtain access to relevant resources

### **All members of staff have a responsibility to:**

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

### **Necessary Experience**

- Good standard of Education (Level 3) together with good numeracy and literacy skills (GCSE English and Maths or equivalent).
- At least 2 years' experience of working closely with SEND.
- Good ability to use technology (computer, email, photocopier etc.)
- Knowledge of policies and procedures relating to child protection, health, safety, security and confidentiality.
- Ability to relate well with children and communicate diplomatically and tactfully with adults (e.g. parents)
- Must be motivated and be able to work independently with minimal supervision.

### **Person Specification**

A Lead TA for SEN interventions should be:

- Proactive and dynamic
- Approachable
- A good listener
- Non-judgemental
- A role model
- Positive and reliable
- Realistic
- Patient

Through their work with students they will seek to:

- Support students in classrooms
- Help to raise standards and achievement

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| Accountabilities                             | Tasks/Actions   |
|--|---|
| Lead on all SEN interventions and monitoring | <ul style="list-style-type: none"> <li>• Lead on coordination of SEN departmental interventions, including Literacy, numeracy, Cognition&amp; Learning, SLCN, SEMH and any other interventions agreed by the SENCO/ Deputy SENCO.</li> <li>• In liaison with the SENCO, identify target students using available data and other relevant information.</li> <li>• Using information and following guidance from external agencies develop and deliver programmes of intervention work for students including Literacy, numeracy, Cognition&amp; Learning, SLCN, SEMH and any other interventions agreed by the SENCO/ Deputy SENCO.</li> <li>• Under direction, undertake/supervise screening and impact assessments</li> <li>• Liaise with the TA coordinator to arrange timetable of intervention</li> <li>• Support and monitor colleagues (TAs) in the delivery of any SEN interventions</li> <li>• Assess progress and impact of all interventions in collaboration with the SENCO/Deputy SENCO.</li> <li>• Know and support students' targets.</li> <li>• Administer routine tests and undertake routine marking of students' work.</li> <li>• Undertake support activities outside of lessons e.g. break/lunch time supervision, homework/lunch club.</li> <li>• Actively promote all aspects of the school's SEND provision in a positive way.</li> <li>• To contribute to the evaluation of intervention/ support programmes by providing regular feedback about students to the teacher</li> <li>• To contribute, where appropriate, to statutory reviews of students' statements/EHCP's</li> <li>• Liaise with teachers regarding planning and differentiation of work for students within Secondary Ready, VI and SEND.</li> </ul> |
| TA responsibilities                          | <ul style="list-style-type: none"> <li>• Know and support students' targets.</li> <li>• Facilitate students' access to the curriculum by clarifying and explaining tasks and instructions, developing understanding through questioning, providing differentiated resources, helping with personal organisation and planning of work whilst also encouraging independent learning skills.</li> <li>• Prepare and develop materials/resources for students' lessons in different formats (using ICT equipment if necessary) e.g. adapting/enlarging text/reading resources for accessibility.</li> <li>• Promote positive standards of behaviour – e.g. by keeping students on task, developing positive relationships, modelling good behaviour, supporting school behaviour policy.</li> <li>• Support students in small groups under the direction of the class teacher and Secondary Ready Lead.</li> <li>• Under direction, support the implementation and delivery of specific programmes e.g. speech and language, physiotherapy, occupational therapy etc.</li> <li>• Under direction, deliver interventions to support student progress e.g. reading, comprehension, spelling, handwriting groups etc.</li> <li>• Administer routine tests and undertake routine marking of students' work.</li> </ul>  |

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|                |  |
|----------------|--|
|                | <ul style="list-style-type: none"> <li>• Ensure that students have full access to all areas of the school environment e.g. by pushing wheelchairs or operating the school lifts.</li> <li>• Tend to students' personal care or physical needs as necessary e.g. toileting, changing.</li> <li>• Undertake support activities outside of lessons e.g. break/lunch time supervision, homework/breakfast club.</li> <li>• Accompany students on off-site activities and external provisions e.g. school trips, placements.</li> <li>• Provide additional support for students who have alternative access arrangements including acting as invigilator, scribe, reader etc. for internal and external exams.</li> <li>• Under direction, provide support for activities pertaining to the wider school community e.g. vaccinations, photographs etc.</li> <li>• Actively promote all aspects of the school's SEND and Secondary Ready provision in a positive way.</li> </ul>                             |
| Administration | <ul style="list-style-type: none"> <li>• Provide clerical/admin support e.g. photocopying, printing, displays etc.</li> <li>• Contribute to the implementation and review of EHCPs and/or Provision Maps as directed by the SENCO</li> <li>• Monitor the progress and performance of individual students and keep records relating to students supported.</li> <li>• Assist in gathering information to inform the SEND audit.</li> <li>• Assist in gathering information to inform the skills audit.</li> </ul>   |
| General        | <ul style="list-style-type: none"> <li>• Follow the School's child protection procedures in cases where there is concern over the safety or emotional wellbeing of a student.</li> <li>• Maintain strict confidentiality with regard to both the staff and students within the outside school.</li> <li>• Work effectively as a team member.</li> <li>• Provide a positive role-model in terms of timekeeping, dress code and work ethos.</li> <li>• Support the management of health and safety in accordance with the health and safety policy.</li> <li>• Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers.</li> <li>• The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or for continued employment for any employee who develops a disabling condition.</li> </ul> |

### **Staff Development**

- To assess development and training needs and discuss with line manager.
- To undertake essential training to meet students' needs including moving and handling, first aid etc.
- To set targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate staff members when relevant.
- To participate fully in training and other staff development activities and keep personal records of all such activities
- Attend relevant meetings as directed.

### **Conditions**

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- The Lead TA for Interventions will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Executive Headteacher or Headteacher
- The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher / Headteacher the other.

Signed.....

Date.....