Leybourne SS Peter and Paul CEP Academy

SEND Teaching Assistant – Job Description

Post SEND Teaching Assistant

Grade Tenax Scale 5

Responsible to SEND Manager

Hours 30 hours per week, term time only

Principal accountabilities

The duties outlined in this job description are in addition to those covered by the Local Government Terms and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in this job, commensurate with the salary and job title.

Job summary

To work under the guidance of the SEND Manager and other designated senior staff to deliver focussed intervention for vulnerable learners; to plan for, resource and deliver high quality support.

Key tasks

* Work with individuals and groups of pupils with additional needs under the direction of the SEND Manager
* Plan and organise learning activities for the pupils being supported
* Provide support in a manner which facilitates the child’s cognitive development by removing barriers to learning
* Ensure the physical welfare of pupils
* Clarify, modify, adapt and create materials at an appropriate level according to need
* Contribute to setting and reviewing individual targets
* Attend and contribute to Provision Map Review meetings
* Attend and contribute to meetings to review pupils’ progress, and contribute to written reports.
* Monitor the progress of identified pupils, keeping written records consistent with school systems and provide staff with feedback on progress in relation to provision
* Liaise with professionals and external agencies where appropriate under the direction of the SEND Manager
* Liaise with staff and parents as appropriate
* Contribute to the target setting and review process and support pupils in meeting specific targets, including those identified in ISPs and EHCPs
* Maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment
* Provide support for pupils’ emotional and social development by encouraging and modelling positive
* Promote pupils’ independence skills in communication, learning and social skills
* Be able to use a range of strategies to deal with pupils’ behaviour and understand individual behavioural needs to ensure pupils’ learning needs are met.
* Administer routine tests and undertake routine marking as directed, maintaining records as requested in order to allow the class teacher and SEND Manager to concentrate on other activities requiring their professional input
* Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy. Encourage pupils to take full responsibility for their own behaviour in order to maintain required standards of discipline and pupils’ wellbeing, health and safety.
* Be familiar with, and comply with, a full range of policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person to ensure pupils’ wellbeing.
* Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc. whilst creating and maintaining a purposeful, productive and safe working environment to ensure pupils’ learning needs are met.
* Provide clerical/admin support and undertake basic recording keeping in respect of pupil learning, behaviour management, child protection etc. as directed in order to support the class teacher and SEND Manager deliver the specific learning programme set for each child.
* Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans etc.
* Attend relevant meetings
* Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.

Necessary experience

* Good standard of general education (i.e. NVQ1 or equivalent) together with good numeracy and literacy skills (i.e NVQ2 or equivalent)
* Necessary skills to manage and supervise activities safely and be able to use a range of strategies to deal with pupil behaviour.
* Successful relevant experience of working with children (at least 2 years).
* Good working knowledge of relevant policies and procedures relating to child protection, health, safety, security, equalities and confidentiality.
* Ability to use specialist equipment/materials and be able to demonstrate and assist others in their use.
* Ability to devise and implement structured learning activities and to evaluate their effectiveness and measure pupils’ progress, giving feedback as required.
* Ability to relate well to children and adults, understanding their needs and being able to respond accordingly.
* Good influencing skills to encourage pupils to interact with others and be socially responsible.

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SEND Teaching Assistant – Person Specification

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| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications |  |  |
| GCSE Grade C or above in Maths and English (or equivalent) | ✓ |  |
| Educated to degree level or equivalent |  | ✓ |
|  |  |  |
| Experience |  |  |
| Use of Microsoft Office Suite | ✓ |  |
| Recent and relevant work with young children and their families in an educational setting (preferably in Key Stages 1 and 2) | ✓ |  |
| Developing and delivering individual education programmes for children with specific needs | ✓ |  |
| Management and improvement of progress of pupils with SEND by implementing individual support programmes and personalised plans | ✓ |  |
| Measuring and tracking the progress of pupils with SEND (B-Squared, Pre-Key Stage Standards) |  | ✓ |
| Liaising with external agencies in order to provide individualised support packages for pupils | ✓ |  |
| Developing banks of resources for pupils and teachers, to be used in school and at home |  | ✓ |
| Contributing to the Assess – Plan - Do - Review cycle |  | ✓ |
| Understanding of the SEND Code of Practice 2014 |  | ✓ |
| Use of email / internet  | ✓ |  |
|  |  |  |
| Personal |  |  |
| Well organised | ✓ |  |
| Well presented | ✓ |  |
| Excellent oral and written communication skills at all levels | ✓ |  |
| Able to work under pressure whilst maintaining a positive, professional attitude | ✓ |  |
| Able to work as part of a team | ✓ |  |
| Able to organise and prioritise workload and work on own initiative  | ✓ |  |
| Able to take accurate messages and notes and follow up where necessary  | ✓ |  |
| Able to communicate effectively with staff, pupils, parents and agencies and maintain good working relationships | ✓ |  |
| Flexible and willing to contribute to the success of the team | ✓ |  |
|  |  |  |
| Relationships  |  |  |
| Able to develop good relationships with staff, pupils and parents, and the wider school community  | ✓ |  |
|  |  |  |
| IT skills |  |  |
| Able to word process and type proficiently | ✓ |  |
|  |  |  |
| Specific SEND experience |  |  |
| A good understanding and experience of using multi-sensory approaches to support children’s learning | ✓ |  |
| Experience of implementing a wide variety of language, literacy and mathematical interventions and collecting entry and exit data to support the measurement of progress | ✓ |  |
| Language for Thinking, Language for Learning, Language Link, Narrative |  | ✓ |
| A range of reading schemes – including Dandelion, ORT, Phonics Bug |  | ✓ |
| Phonological Awareness interventions: Sound Progress |  | ✓ |
| Spelling interventions |  | ✓ |
| Comprehension skills |  | ✓ |
| Maths interventions: Dynamo, Making Numbers Matter |  | ✓ |

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SEND Teaching Assistant – Advert

We have an exciting opportunity for an outstanding and dedicated SEND Teaching Assistant to join our happy and successful team. We are looking to appoint an experienced and committed TA to support some of our most vulnerable pupils, enabling them to experience success and develop a real love of learning and sense of achievement.

The successful applicant will be expected to plan, resource and deliver exceptional learning opportunities for pupils with a range of specific language, numeracy and communication difficulties. We are looking for a creative and flexible individual, who is passionate about working with children and committed to supporting them to achieve their full potential. Experience of adapting and differentiating learning experiences to meet the needs of learners, and an excellent understanding of phonological and language development would be an advantage, along with an understanding of a range of educational needs, including ASC and dyslexia.

This is a permanent position, on Tenax Range 5, for 30 hours per week, term time only.