

JOB DESCRIPTION



POST TITLE: SEND Teaching Assistant – Poplars Provision

Grade: B1, 32.5 hrs per week TTO

POST TO WHICH DIRECTLY RESPONSIBLE: Class Teacher & SENCo

POSTS FOR WHICH DIRECTLY RESPONSIBLE: Headteacher

PURPOSE OF THE JOB:

To work under the instruction/direction of senior manager/teaching staff to support the delivery of quality learning and teaching of pupils with special educational needs. Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those with life limiting conditions and those who exhibit challenging behaviour. To undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher;

To encourage the participation of pupils in the social and academic processes of the school, and enable pupils to become more independent learners.

To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

Duties and Responsibilities

Support for Pupils, Teachers and the Curriculum

1. Work collaboratively with teachers and other professional agencies to provide effective support for learning activities;
2. Awareness of and work within school policies and procedures;
3. To work with children and young people who have extremely complex needs and in some instances life limiting conditions. Providing an appropriate level of emotional and physical support where necessary;
4. To provide support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities;
5. Support pupils to understand instructions, support independent learning and inclusion of all pupils;
6. Provide support to pupils who have communication difficulties also where English is an additional language;
7. Implement and contribute to planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate;
8. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress;
9. Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils;
10. Provide support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher;

11. Support the teacher in monitoring, assessing and recording pupil progress/activities;
12. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher;
13. Support the use of ICT in the curriculum;
14. Support children's' learning through play and planned learning activities;
15. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements;
16. Prepare and present displays;
17. Support pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate;
18. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate in line with school policies and procedures;
19. Assist in the development of pupil support plans and passports
20. Support the work of volunteers and other teaching assistants in the classroom;
21. Undertake pupil record keeping and maintenance of records as requested;
22. Invigilate examinations and tests;
23. Assist with the supervision of pupils before school, break times, lunchtimes (not as a supervisory assistant) and after school clubs if required;
24. Assist in escorting and supervising pupils on educational visits and out of school activities under the direction of a teacher;
25. Maintain of a clean, safe and tidy learning environment;
26. Support pupils in developing and implementing their own personal and social development;
27. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence;
28. Provide basic first aid, liaising with senior leaders and medical staff and if appropriate referral to health service in emergency cases;
29. May be asked to administer medications subject to agreement and in line with school policy;
30. Monitor and manage stock and supplies for the classroom.

Support for the School

1. Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
2. Show a duty of care to pupils and staff and take appropriate action to always comply with health and safety requirements;
3. Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
4. Contribute to the overall ethos, work and aims of the school;
5. Maintain good relationships with colleagues and work together as a team.
6. Appreciate and support the role of other professionals;
7. To attend morning briefings, staff meetings and parents' evenings as required;

8. Participate in training and other learning activities and performance development as required to meet individual pupil and staff needs including but not limited to Hydrotherapy, Moving and handling, Team Teach, basic First Aid, PECS;
9. Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.

Person Specification

KNOWLEDGE/QUALIFICATIONS	Essential	Desirable	Mode of assessment
Relevant Professional qualifications: CACHE Diploma in Childcare and Education, NNEB or BTEC Nursery Nurse NVQ Level 2 or above, B Ed, CACHE Diploma in Childcare Education, or other appropriate qualification / Experience.		D	A / Ref / Cert
Very good numeracy/literacy skills (GCSE Maths and/or English grades D-G / CSE level 2)	E		A/SP/Cert
Knowledge of a range of factors which create stress for children and families.	E		A/SP
Current Knowledge of child protection issues and their roles and responsibilities in the protection of children	E		A/SP
Knowledge of strategies to support communication, including visual timetable, choice boards	E		A/SP
First aid trained or if not be prepared to undertake training and be on school first aid rota.	E		A / SP
Secure understanding of child development to support learning	E		A / SP
Understand key principles of safeguarding children in education and know how to raise concerns appropriately in a school setting.	E		A / SP / Ref

Skills	Essential	Desirable	Mode of assessment
Able to communicate with a wide range of people individually, in groups and at all appropriate levels	E		A/SP
Able to motivate children and sustain their interest in play activities	E		A/SP
Able to contribute to the team	E		A/SP
Able to support the production of effective plans which supports Children's learning.	E		A/SP
Able to prepare written reports to support children's development and well being	E		A/SP

Able to offer positive support to children's development and well being	E		A/SP
Able to work in a responsive partnership with parents and carers	E		A/SP
Able to support children and families in a culturally sensitive, positive and non-judgemental way	E		A/SP
Able to develop children with special educational needs in an inclusive setting	E		A / SP
Able to complete risk assessments for activities conducted indoors and outdoors	E		A / SP / R
Able to take and accept instructions	E		

EXPERIENCE	Essential	Desirable	Mode of Assessment
Experience (professional) work in a school Setting	E		A/SP/Ref
Experience of working in partnership with other agencies		D	A/SP
Experience of working in close partnership with parents and carers		D	A/SP
Experience of dealing in matters relating to child protection		D	A/SP
Experience of working directly with children with complex needs		D	A/SP

BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS	Essential	Desirable	Mode of Assessment
Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.	E		A/SP
Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies	E		A/SP
Commitment to client confidentiality	E		A/SP
Commitment to personal professional development	E		A/SP
Willing to take responsibility for one's own action	E		A/SP