

The post holder will report to the Teacher / AHT for Inclusion/ SENDCo. Apart from other colleagues in the school, the main contacts of the job are: Headteacher(s), teaching staff, other support staff and pupils.

Under the guidance of a teacher, manage specialist support addressing the needs of pupils who require help to overcome barriers to learning.

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers).

### **Support for pupils**

1. To work with groups of SEND children under the supervision of the teacher including the implementation and delivery of programmes of work and implementation of PSPs, EHCPs and SALT programmes.
2. Use specialist (curricular learning) skills/training/experience to support pupils
3. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance
7. Give regular feedback on children's progress to the class teacher and file records
8. Provide feedback to pupils in relation to progress and achievement
9. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters. This will include intimate care.

### **Support for Teachers**

10. Under the direction of the teacher prepare the classroom for lessons, including display

work and clear afterwards as appropriate.

11. Give regular feedback on children's progress to the class teacher and file records
12. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher
13. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
14. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
15. Undertaking marking of pupils' work and accurately record achievement/  
progress
16. Administer and assess routine tests and invigilate exams
17. Provide specialist advice and guidance (e.g. Speech and Language) as required
18. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents' meetings)
19. Contribute to the development and implementation of appropriate behaviour management strategies to support pupils with social emotional mental health.
20. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives

### **Support for the Curriculum**

21. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
  22. Contribute to the development of lesson/work plans
  23. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies
  24. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
  25. Assist pupils to access learning activities through specialist support
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26. Determine the need for, prepare and maintain general and specialist equipment and resources

### **Support in Intervention**

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers)

27. You will work with the Phase Leader/ SENDCo/ Assistant Head to take responsibility for:
- Individuals/groups of SEND children
  - SEND Interventions as appropriate to meet the needs of the school
  - Specific reading and writing support to raise the attainment of SEND children and groups
  - Completing in-class observations and assessments
  - Helping to develop individual and group learning programmes to respond to current and future needs
  - Working independently to deliver, monitor and evaluate the success of interventions, keeping detailed notes on progress and attainment
  - Developing purposeful home learning activities as part of the overall package of support

### **Support for the School**

28. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
29. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
30. Accompany teachers and pupils on educational visits
31. Assist in maintaining high standards of health and safety at all times.
32. Maintain good relationships with colleagues and work together as a team.
33. Assist in the supervision of classroom and outdoor activities.
34. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
35. Contribute to the overall ethos/work/aims of the school.
36. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant level 3 may be called upon to provide cover for whole classes eg to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as (PPA) planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and CLIC.

The school takes the safety of children seriously. All staff are expected to follow the school's Child Protection and safeguarding procedures.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

# Person Specification

Key: A = Application

I = Interview

R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
<b>1. Qualification and Training</b>			
Numeracy/literacy skills (at a level equivalent to NQF Level 2)	A, I, R	✓	
NVQ Level 3 for Teaching Assistants or equivalent qualification or experience Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	A, I, R	✓	
<b>2. Skills and Experience</b>			
Experience of working with or caring for children of a relevant age	A, I, R	✓	
Experience of working with children with communication and interaction needs	A, I, R	✓	
Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	A, I	✓	
Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual	I	✓	
Ability to relate well to children and adults.	A	✓	
Ability to work as part of a team	A, I, R	✓	
An understanding of the role of the Teaching Assistant and other professionals working in the classroom	I, R	✓	
Ability to use relevant technology eg photocopier	A, I, R		✓
Effective use of ICT to support learning	A, I	✓	
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning	I, R	✓	
Understanding the principles of child development and learning	I	✓	
Knowledge of strategic processes and barriers to learning, including eg behaviour management strategies	A	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	I	✓	
Willingness to undertake first aid training as appropriate		✓	
<b>3. Personal Style and Behaviour</b>			
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	I, R	✓	

Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	I, R	✓	
The flexibility to adapt to changing workloads and new challenges.	I	✓	
Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users.	I	✓	
Personal commitment to continuous self-development.	I	✓	
Personal commitment to continuous school improvement.	I	✓	
Personal commitment to the school's professional standards, including dress code as appropriate.	A, I	✓	
Be willing to consent to and apply for an enhanced disclosure to a DBS Check, Self-Declaration and references to include those working with children.	I	✓	