

The post holder will work in classes supporting SEND learners. They will report to the Class Teacher, Special Educational Needs and Disabilities Co-Ordinator (SENDCO) and Assistant Headteacher for Inclusion.

You will work as a member of our team of Teaching Assistants to support access to learning and provide high quality provision for pupils and deliver and manage interventions as required.

Additional support for these pupils may be required during break or lunch times.

Support for pupils

1. To work with pupils with additional needs on a 1:1 and small group basis under the supervision of the Class Teacher including the delivery of programmes of work and implementation of recommendations within EHCPs.
2. Ensure the safety of pupils with additional needs and offer support that allows them to access learning activities.
3. Establish good relationships with pupils, acting as a role model by presenting a positive personal image and responding appropriately to individual needs.
4. Promote and champion the inclusion and acceptance of all pupils.
5. Be an ambassador for children with additional needs and support them in ensuring their voice is heard.
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7. Promote independence and employ strategies to recognise and reward achievement.
8. Provide feedback to pupils in relation to progress and achievement.
9. Attend to pupil's personal needs, including pastoral, social, health, physical hygiene, first aid and welfare matters. This will include intimate care responsibilities.

Support for Teachers

10. Under the direction of class teachers, SLT and the SENDCO, prepare for lessons including undertaking day-to-day tasks that maintain a tidy, organised classroom.

11. Under the direction of class teachers, assist in the preparation of lesson resources before and after school, as appropriate.
12. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.
13. Implement agreed learning activities/teaching interventions and adjust activities according to pupil responses/needs, including assessment.
14. Be responsible for keeping and updating records, information and data.
15. Assist in the development and implementation of behaviour management strategies.
16. Develop working relationships with external professionals, e.g. – Educational Psychologists, Speech and Language Therapists, attending meetings as necessary and implementing recommendations.
17. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this may include attendance at parent meetings).
18. Monitor the pupil's responses to learning activities and accurately record achievement/progress as directed.
19. Contribute to the ongoing development of the classroom – working in collaboration with the staff team to ensure the provision is as effective as possible.

Support in Intervention

20. Deliver learning programmes and work with individual pupils/small groups who require additional support.
21. Work independently to deliver, monitor and evaluate the success of interventions.
22. Alongside the SENDCO, contribute to whole-school provision mapping, finding opportunities to maximise capacity and impact of interventions and learning support.

Support for the School

23. Work in collaboration with other staff in order to support children who may struggle to regulate their own behaviour.
 24. Be aware of and comply with all relevant school policies, reporting any concerns to the relevant class teachers or a member of the Senior Leadership Team.
 25. Accompany teachers and pupils on educational visits as required
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26. Assist in maintaining high standards of health and safety at all times.
27. Maintain good relationships with colleagues and work together as a team.
28. Assist in the supervision of classroom and outdoor activities.
29. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
30. Contribute to the overall ethos/work/aims of the school.
31. Attend relevant meetings.
32. Participate in training as required.
33. To undertake any task that may be reasonably requested by the Headteacher.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Key: A = Application

I = Interview

R = Reference

| Selection criteria | Method of Assessment | Essential | Desirable |
|---|----------------------|-----------|-----------|
| 1. Skills & Experience: | | | |
| 1.1 Experience of working with or caring for children of a relevant age | A, I, R | ✓ | |
| 1.2 Experience of working with pupils with additional communication and interaction needs | A, I, R | ✓ | |
| 1.3 Numeracy/Literacy skills (at a level equivalent to NQF Level 3) | A | ✓ | |
| 1.4 NVQ Level 2 for Teaching Assistants or equivalent qualification or experience | A & I | ✓ | |
| 1.5 Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities | A & I | ✓ | |
| 1.6 Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual, SEND support | A & I | | ✓ |
| 1.7 Ability to relate well to children and adults | A, I, R | ✓ | |
| 1.8 Ability to work as part of a team | A & I | ✓ | |
| 1.9 An understanding of the role of the Teaching Assistant and other professionals working in the classroom | A & I | ✓ | |
| 1.10 Ability to use relevant technology | A | | ✓ |
| 1.11 Full working knowledge and understanding of National Curriculum and other basic learning programmes/strategic processes and barriers to learning | A & I | | ✓ |
| 1.12 Basic understanding of child development and learning | A & I | ✓ | |
| 1.13 Experience of working with pupils with SEND in mainstream or in a specialist setting | A & I | | ✓ |
| 1.14 Willingness to undertake first aid training as appropriate | A | ✓ | |
| 2. Personal Attributes and Behaviour | | | |
| 2.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | A & I | ✓ | |
| 2.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | A & I | ✓ | |
| 2.3 The flexibility to adapt to changing workload demands and new school challenges | A | ✓ | |

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| 2.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils | A & I | ✓ | |
| 2.5 Passion and determination to ensure that children with additional needs are supported effectively and make good progress. | A & I | ✓ | |
| 2.6 Personal commitment to continuous self-development | A & I | ✓ | |
| 2.7 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 | A | ✓ | |
| 3. Values | | | |
| 3.1 A genuine passion and a belief in the potential of every pupil | A & I | ✓ | |
| 3.2 Motivation to continually improve standards and achieve excellence above norms. | A | ✓ | |
| 3.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils | A | ✓ | |
| 3.4 Commitment to the Cooperative Values with the ability to demonstrate them in day to day behaviour | A & I | ✓ | |
| 3.5 Commitment to inclusion and ensuring all children have opportunities to achieve and be successful. | A & I | ✓ | |
| 4. Other | | | |
| 4.1 Willingness to travel between schools in the Trust | A | ✓ | |
| 4.2 Willingness to work in schools across the Trust | A | ✓ | |
| 4.3 Willingness to attend training and CDP opportunities | A | ✓ | |
| 4.4 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references. | A | ✓ | |