TA with SEND responsibilities job description

|  |
| --- |
| **Sytchampton Endowed Primary School**  **Job description form** |

|  |
| --- |
| **Ready, Steady Grow – to enjoy our learning journey together!**  Bees fly high in the sky, so why shouldn’t I?  **Our Aims**  **Ready –** Be ready to learn and ready for life  **Steady** – Develop confidence and resilience  **Grow** – Grow as a person, socially, emotionally and academically, exceeding our own expectations |

**School vision**

**Employment details**

|  |  |
| --- | --- |
| Job title: | TA with SEND responsibilities |
| Reports to (job title): | Headteacher |
| Hours of work: |  |
| Level and scale point: | Scale 1 Point 1 – 4 |

**Main duties and responsibilities**

|  |
| --- |
| **Legislation and statutory guidance** |
| Have a sound understanding of how relevant legislation and statutory guidance, including the SEND Code of Practice, impacts the role. |
| **Policies and documents** |
| Have due regard for the school’s:   * SEND Policy * Inclusion Policy * Staff Code of Conduct * Child Protection and Safeguarding Policy * Health and Safety Policy |
| **General TA duties** |
| Develop a secure knowledge of the learning support needs of individual pupils. |
| For the pupils being supported:   * Aid their learning as effectively as possible. * Clarify and explain instructions. * Ensure they are able to use any equipment and materials provided. * Assist them with their challenges, such as language, behaviour and social skills. * Help them to concentrate on and finish work set for them. * Meet physical needs (including intimate care and first aid) as required when encouraging independence. * Assist with the development and implementation of EHC plans. |
| Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses. |
| Support the use of IT and computing in learning activities, and develop pupils’ competence and independence in its use. |
| Assist with the preparation and maintenance of school equipment and resources required to meet lesson plans or other relevant learning activities to support the delivery of an enriched curriculum. |
| Support with providing cover in class in the absence of the class teacher. |
| Supervise pupils at playtimes when required. |
| Assist with school events, trips and activities. |
| Support the class teacher with the development and maintenance of the learning environment in line with school policy. |
| **Communication and coordination** |
| Work closely with class teachers, other TAs and the SENCO to close the attainment gap between individual pupils, and groups of pupils, and their peers. |
| Assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions. |
| Contribute towards pupils’ annual reviews and report on the effectiveness of the interventions in place. |
| Assist in arranging extra time and access arrangements, as appropriate, where external examinations or tests are administered. |
| Liaise with the SENCO regularly to review the progress of individual pupils with SEND and the overall SEND provision in the school. |
| Be responsible for the coordination and provision of interventions for named pupils or groups of pupils. |
| Provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their personal best. |
| Assist with assessments, evaluate the impact of the interventions and plan next steps for individuals and groups of pupils. |
| Be responsible for the production and maintenance of provision maps detailing all interventions provided by the school for named pupils and groups of pupils. |
| **Training and knowledge** |
| Be familiar with interventions relating to both SEND and behaviour. |
| Be knowledgeable about the four areas of the SEND Code of Practice: cognition and learning, sensory and physical needs, communication and interaction, and social, emotional and mental health. |
| Remain up-to-date with personal training and new initiatives. |
| Be responsible for disseminating training to other TAs and teachers as appropriate. |
| Act as a point of contact for other professionals, such as autism experts, speech and language therapists, specialist leaders of education and parents, as appropriate. |

**This job description is not a comprehensive definition of your post and you may be required to undertake such other tasks appropriate to the level of your appointment as the Head Teacher may require.**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Person specification**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:   * + - * Have a degree or relevant qualification.       * Be willing to undertake additional training. | * Have undertaken recent safeguarding training (past 12 months). * Have a recognised qualification in SEND practice. * Have a recognised Teaching Qualification |
| **Experience** | The successful candidate will have:   * Experience of working with pupils with SEND. * Experience of handling confidential and sensitive information. * Experience of communicating to all levels of management. * Experience of working in an educational environment. | * Previous experience as a Teaching Assistant. * Experience with pupils with Severe learning difficulties (SLDs). * Experience with pupils with autism. * Experience with working on a one-to-one basis with pupils. |
| **Knowledge and skills** | The successful candidate will have:   * Knowledge of areas of legislation relevant to SEND. * The ability to interpret legislation and statutory guidance relating to SEND practice. * Excellent communication skills. * The ability to think ahead and draw up schedules of review, and to follow these up as necessary. * Excellent organisational skills. * The ability to remain calm under pressure. * Excellent time management skills. * The ability to work with pupils in a professional manner. * The ability to be proactive in seeking solutions. * The ability to maintain confidentiality. * Effective problem-solving skills. * Excellent written and verbal communication skills at all levels. | * Knowledge of legislation and statutory guidance specific to Primary School Education. |
| **Personal qualities** | The successful candidate will be:   * Able to work independently but also as part of a team. * Professional * Approachable and friendly * Conscientious * Able to use their initiative * Dedicated to their practice * Reliable * Flexible | The successful candidate will have:   * The capacity to work flexibly. * An enhanced DBS check. |