TA with SEND responsibilities job description

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

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| **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**

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| 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**

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| **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
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| **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.
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| 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**

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|  | **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
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| **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.
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| **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.
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| **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.
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