



TEACHING ASSISTANT JOB DESCRIPTION

Post Title: Teaching Assistant – SEND Support (Level 3)

1. General Duties

The postholder is required to carry out under the reasonable direction of the Headteacher the appropriate duties of a SEND Teaching Assistant; these may be amended from time to time.

2. Particular Duties and Responsibilities

The postholder is expected to undertake the more specific duties/responsibilities listed below. These should not include or imply any voluntary activities.

3. Amendment of Job Description

The particular duties/responsibilities listed below may be reviewed from time to time at the request of the Headteacher or postholder as circumstances make necessary. They may be amended only after reasonable consultation and the approval of the Governing Body. In the exceptional circumstances of agreement not being achieved, the individual Teaching Assistant or Headteacher will have access to appeal.

4. Particular Duties and Responsibilities

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for a named individual. Monitoring the pupil, assessing, recording and reporting back to teachers on pupil's achievement, progress and development is expected.

Support for pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Implement and review education support plan's with the class teacher
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- Promote the inclusion and acceptance of the pupil with all pupils within the classroom
- Support the pupil consistently whilst recognising and responding to his/her individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

- Provide specific support with regards the child's specific medical needs as and when appropriate
- Where relevant, support with the changing of pupils after toilet accidents

Support for Teachers

- Organise and manage an appropriate learning environment and resources related to named individuals.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies organised by the teacher according to school practices and adjusting lessons/work plans as appropriate.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities through the school system.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.

Support for the Curriculum

- Deliver learning activities to pupil within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Support the teacher in delivering local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupil's skills.
- Use ICT effectively when appropriate, to support learning activities and develop pupil's competence and independence in its use.
- Select and prepare resources when necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Help pupils to access learning activities through specialist support.
- Prepare and maintain general and specialist equipment and resources in line with agreed plans and strategies.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and pupil progress
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Support individual pupils' special needs, including disability support if necessary

- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Supervise pupils on visits, trips and out of school activities as required.

SignedTeaching Assistant

Dated

Signed Headteacher

Dated

SignedChair of Governors

Dated

Rakegate Primary School
Working together to achieve our best



**Teaching Assistant – Special Needs Support
 Person Specification**

FACTORS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	NVQ Level 3 – (or working towards)	Minimum GCSE (or equivalent) Maths and English at grade A-C	Application form
Experience	<p>Experience working in a school setting to promote effective teaching and learning.</p> <p>Experience in supporting children with SEND</p> <p>Proficient knowledge of IT to support classroom practice</p> <p>Experience of assessing pupils for achievement in specific year groups.</p> <p>Experience of teaching individuals and targeted groups</p> <p>Experience of working with children with ASD.</p> <p>Experience of working with children with communication and language difficulties.</p> <p>An understanding of safeguarding and its importance.</p>	<p>Experience or working in EYFS.</p> <p>Full working knowledge of relevant and current education legislation and policies relevant to this post.</p> <p>Experience of working with children with SEMH.</p>	<p>Application form</p> <p>Interview</p>
Personal Qualities	<p>Good communication skills.</p> <p>Ability to work in a team.</p> <p>To be caring and understanding.</p> <p>Sense of humour.</p> <p>Enthusiastic.</p>	<p>Adaptable and versatile.</p> <p>Flexible.</p>	<p>Application form</p> <p>References</p> <p>Interview</p>

Training	Appropriate professional training/course participation.	Recent, relevant professional development in current National curriculum. Evidence of specialist training /experience and other further professional training.	Application form
Commitment	Commitment to the school and its pupils. Commitment to equal opportunities		Application form Interview
Special Knowledge/Skills	Clear understanding and knowledge of the National Curriculum. Ability to refer to daily planning completed by class Teacher. Ability to deliver higher standards of learning support. Ability to communicate with parents/carers and other professionals.	Ability to deliver effective behaviour management and deal confidently with a range of daily issues, raised by our children. Ability to manage, lead, organise and motivate pupils.	Application form References Interview

September 2024