Croyland Primary School

Job Description

SEN Teaching Assistant Level 2

Pay Scale: Grade E

Hours: 31.25 per week, 38 weeks per year

Start time: 8.45am Finish time: 3.30pm

Responsible to: Headteacher

Direct Reporting to: Headteacher/ Deputy Headteacher/ Assistant Headteacher/ SENDCo

Job Purpose:

The overall purposes of this role is to support teachers and pupils in the delivery of quality teaching and a modern curriculum to children with special educational needs. The aims is to:-

- Promote the involvement of pupils in the social and academic processes of the school
- Enable pupils to become more independent learners
- Help to raise standards of achievement for all pupils

Principal Working Contacts:
Inclusion Team, Teaching Staff; Pupils; Parents

Key Focus:
The focus of this role is to provide support to pupils, parents/carers, teachers, the curriculum and the school. Within school the role holder may have wider responsibilities in assisting with day to day requirements of individual children with special needs.

The role holder may also assist with learning activities and other specified requirements linked to the social development and welfare activities of pupils.

The role holder will use appropriate strategies to manage and support groups or individual pupils with complex educational, health and/or social needs and respond positively to a range of sometimes unpredictable behaviours which may be aggressive or emotionally disturbing.

The achievement of objectives in this role is supported by partnerships with other agencies on a local and national level. For example Children and Young People Service, Northamptonshire Inspection and Advisory Service (NIAS), Early Years and Childcare Partnership (EYCP) and the Department for Children, Schools and Families.

Key Features:

- Jobs require a thorough knowledge of methods, procedures and the curriculum
- Some will have a more specialist role that will typically cover a deeper knowledge of a narrower range of circumstances
- Some may supervise teams working on discrete tasks
- Works under guidance delivering learning under an agreed system of supervision some may provide cover to classes for short periods of time
- Jobs require a normal level of courtesy and effectiveness in dealing with other people
- Should be able to ask questions, seek clarification and exchange information using tact and diplomacy
- Uses factual knowledge and reports on factual information to persuade others to take a course of action. Role holders may have a higher level of communication skills to influence, motivate and drive behavioural change as a result of persuasion
- May assist in whole planning cycle and management / preparation of resources, providing statistical information and be involved in delegated project work
- Likely to interact with colleagues, pupils, parents, carers and educational professionals

Job Description:

Provide pastoral and behavioural support where appropriate and assist in the development of social and the supervision of pupils to ensure that the school's health, safety and behaviour policies are maintained.

May involve assisting a medical professional in providing support to the child whilst they carry out medical procedures so that the schools health, safety and behaviour policies are maintained.

Deal promptly with conflict using a range of communication techniques and specialist skills to encourage all pupils to take responsibility for their own behaviour and promote independence.

To care for a sick or injured child referring them when necessary to the School First Aider and accompanying them where possible with another member of staff, to hospital and remaining with them until the parent arrives to ensure continuity of care.

Deliver and evaluate pre-defined and sometimes specialist work programmes and learning activities to pupils individually in small groups or in classes, to meet the requirements of pupils and the curriculum.

A specialist role may conduct comprehensive pupil needs assessments and assist in the planning, development and implementation of individual education, behaviour, support and / or mentoring plans and in the planning and evaluating of learning activities to meet the specialist needs of individual pupils and requirements of the curriculum.

Use specialist skills to challenge and motivate pupils in the learning environment to promote independence and self reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils.

Assist with the supervision of pupils and plan activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.

May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.

Provide general clerical and other support to meet service delivery requirements (for example, administering coursework, production of work sheets).

Supervise pupils on visits, trips and out of school activities as required to meet service delivery requirements.

Administer and assess routine tests, invigilate exams and undertake marking of pupils' work to meet requirements of pupils and the curriculum.

Support pupils during tests and exams e.g. amanuensis.

Work with the teacher to establish an appropriate learning environment to meet the needs of pupils and the curriculum.

Determine the need for, prepare and maintain general and specialist equipment and resources to meet the needs of pupils and the curriculum.

Design displays and develop interesting tools/materials to complete learning activities.

Contribute to team development activities and assist in the supervision, training and development of less experienced colleagues to support the achievement of individual and team performance and development objectives.

Build and maintain positive and constructive working relationships with pupils, parents, carers, colleagues and professionals, to communicate internally and sometimes externally on pupil progress and maximise pupil development and maintain the overall ethos of the school.

Be involved with other agencies to ensure consistency in communication with pupils.

Observe/use awareness of behaviour, knowledge of a range of different behaviour management and communication strategies. Adapt existing strategies/ methods as necessary and use specialist skills and complex communication strategies to actively diffuse/ deal with disruption by pupils in class.

Where required and suitably trained use appropriate physical restraint techniques in accordance with relevant policies and procedures.

Contribute to and may coordinate the resource ordering process particularly in a specialist area to ensure the timely availability of resources to meet the requirements of the curriculum. Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Monitor, observe, evaluate, record and report with appropriate evidence to teacher, including feedback to pupils, and participate in the gathering of information, completion of pupil profiles and records of attainment to maximise pupil development.

May participate in the monitoring and review of pupil progress to assist in the setting of individual educational plans and personal attainment targets for pupils.

Physical effort and/or strain is regularly used through the normal working pattern when helping to move pupils, using mobility equipment such as wheelchairs and/or hoists.

Job holders may frequently attended to personal, hygiene and medical care needs throughout the normal working pattern and therefore be exposed to unpleasant substances.

Other Duties:
This job description is a broad overview of the post. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job. This includes attending relevant and necessary training including some school training days and after-school CPD.

Signature of SEN T.A _____ Date: _____

Signature of Headteacher: _____ Date: _____