TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	**SEN Teaching Assistant**
School:	**TEACH Poole**
Salary Grade:	**D (Point 5 - 6)**
Responsible to:	**School Inclusion Leader**
Responsible for:	**N/A**
Contracted Hours:	**30 hours per week**
Working Times:	**As above**

Main Job Purpose

1) Work within the school as part of a team, under the general direction of the Inclusion Leader who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.
2) SEN Teaching Assistants at this level may work with smaller groups but most likely to be assigned to work with particular pupils who may have particular requirements or Education Health and Care Plans (EHCPs).

Main Responsibilities and Duties

Support the pupil by:

1) Undertaking activities with either individuals or groups of children in order to ensure their safety and facilitating their physical, emotional and educational development.
2) To provide both behavioural and learning / intervention support to pupils with Special Educational Needs, and to encourage acceptance and inclusion of children with special needs.
3) Designing and implementing focused educational activities and work programmes whilst promoting independent learning, including working without the supervision of the teacher as appropriate.
4) Regularly utilising appropriate behaviour management skills in line with the school's relevant work policies, as well as those skills necessary to promote children's thinking.
5) Working to establish a supportive relationship with the children and parents concerned.
6) Promoting and reinforcing the children's self-esteem.

Support the teacher by:

7) Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
8) Keeping such records of the children's development as are required by the school.
9) Liaising with teaching staff in the planning and delivery of work programmes for individuals and groups of children. There is limited discretion to vary the programme without prior reference to the teacher.

Support the school by:

10) Being aware of and working in accordance with the school's policies and procedures.
11) Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.

Support personal development by:

12) Participating in the school's appraisal and employee development procedures.
13) Attending relevant training and development opportunities as requested by the Safeguarding Deputy.

Generally:

14) Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
15) Retain the confidentiality of all aspects of school life.
16) Comply with all Trust policies and comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
17) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedures.

Supervision and Management of People

1) Little or no supervisory responsibility other than assisting work familiarisation of peers and new recruits.

Knowledge and Skills

1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable.
2) A qualification relevant to supporting the learning process in schools such as NVQ3, BTEC in Learning Support or equivalent occupational national standard for teaching assistants, is desirable, but not essential, as training will be provided.
3) Experience of working with children in an educational setting is desirable.
4) Experience of working with children with a variety of Special Needs is desirable.
5) Knowledge, experience and confidence in promoting positive behaviours, managing challenging behaviour and de-escalation techniques.

6) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
7) An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas and special needs.

Decisions

1) Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
2) Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to the Safeguarding Deputy.
3) There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

1) Little or no responsibility for physical or financial resources.

Work Environment

1) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities.
2) There may be an occasional need to physically lift pupils for safety or care needs. There may also be a need to other personal care ie feeding, cleaning and applying medication to pupils, following training.
3) The post holder will be expected to challenge behaviour of pupils, and may occasionally be required to support pupils physically under agreed guidance.
4) There will be a requirement to attend to pupils with soiled clothing due to sickness or toileting problems, which may include cleaning up soiled surfaces.
5) The post holder should expect to work within an environment with very low-level furniture, to meet the needs of Early Years and KS1 age groups as required.
6) The post holder will be expected to work across all Trust schools.

Produced By: TEACH Poole
Date: July 2025

PERSON SPECIFICATION

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ATTRIBUTES	CRITERIA – Desirable (d) / Essential (e)	METHOD OF ASSESSMENT
Experience	• Experience of working with children with challenging behaviour and a range of special educational needs including physical, emotional and learning difficulties (desirable) • Experience of working with children in an educational environment (desirable)	Application form Interview References
Qualifications & Training	• 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience • Working towards NVQ Level 2 or equivalent (desirable but not essential) • NVQ Level 2 qualification or equivalent (desirable but not essential) • Working towards NVQ Level 3 or equivalent (not essential) • Any specific SEN training ie De-escalation, Autism, Dyslexia (desirable) • TEAM – TEACH or equivalent trained (desirable)	Application form Certificates Interview
Aptitudes & Abilities	• Excellent verbal communication skills • Patience and genuine commitment to inclusion • Ability to remain calm and make decisions whilst under pressure • Good organisational and planning skills • Excellent evaluation and monitoring skills • Ability to work under own initiative • Ability to respond sensitively and flexibly to competing demands from pupils • Ability to handle confidential information with discretion • Ability to supervise and mentor others • Ability to cope with children's personal hygiene needs and respond sensitively to pupils' needs • Ability to support children with Special Educational Needs	Application form Interview References

	• Ability to lead groups of children, applying appropriate behaviour • Ability to apply a wide range of strategies for the benefit of the pupil	
Knowledge	• Understanding of the school's health and safety policy • Understanding of basic first aid procedures • Knowledge and understanding of the National Curriculum • Understanding of lesson plans • Excellent knowledge of the KCSIE document • Understanding of Individual Education Plans • Knowledge of the school's behaviour and management policy and procedures • Knowledge of Child Safeguarding	Application form Interview References
Attitude / Motivation	• A commitment to developing children as independent learners • A commitment to developing yourself through continuing education and training • Enthusiasm • Empathy • Self-motivated • Team player	Application form Interview References
Other Factors	• A flexible and adaptable approach • Willingness to continue and maintain professional development • Commitment to Equal Opportunities • A can-do attitude to overcoming obstacles • Preparedness to go above and beyond • Resilience and stamina • Enhanced DBS check	Application form Interview References DBS process