

Job Description SEN Teaching Assistant (Level 2) Multiple Positions

Start Date:	ASAP – January 2024
Responsible to:	Deputy Head and SENCo
Location:	Queen’s Park Infant Academy
Grade:	Grade 3 SCP 4-6 (FTE £23,114 - £23,893 per annum)
Hours of work:	8.45am-15.10pm, one day until 17:30 Monday-Friday
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Overall Purpose

- To provide support for the teacher by preparing an effective learning environment establishing good relations with the pupil giving appropriate comfort and care as directed and linking this support through our Teaching and Learning and Relationships Policy expectations.
- To assist the pupil to reach their full potential by maintaining a safe working environment.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.

General Duties

- We are looking to recruit a capable, committed and flexible SENTA to support pupils with complex needs, including challenging behaviour
- To work individually, and as part of a team, to support the overall vision and values of the academy trust.
- To provide care and support for the pupil by supporting learning through planned and differentiated activities.
- Supporting and supervising the child during lunchtimes
- Select and prepare learning resources and materials and to carry out the learning activities under the guidance of the teacher. Prepare and adapt resources to meet individual needs. Check on availability and ensure supplies are available as agreed with the teacher.
- To clarify with the teacher, the objectives for learning inputs and the type of support to be given. Agree with the teacher on when support is needed by the pupil. Then agree and provide support to the pupil for follow up tasks.
- Select suitable ICT and practical resources and encourage their use by the pupil in learning activities.

- Seek assistance from teacher where there are difficulties in supporting the learning activities and provide feedback/information to the teacher on how the activity went. Offer constructive and timely suggestions as to the support you can provide to a planned activity and give constructive suggestions about possible difficulties for some pupils.
- Monitor and record pupil response to activities and give regular oral and written feedback to the teacher.
- Check the availability and location of safety equipment and ensure safety in the learning environment.
- Work closely with the teacher to maintain accurate, legible, updated and secure records. Provide relevant information for records and reports, being aware of the targets set for the pupil through their IEP, offering input at the time of review if appropriate.
- Carry out administrative duties as required by the teacher in collecting and collating information, which has to be passed on.
- To support the pupil(s) through the development of good, productive working relationships with pupils which encourages independence and responsibility for his/her own behaviour.
- Follow the whole school Relationships policy
- Support children who may have Individual Relationship plans and risk assessments
- Complete necessary training to fulfil role to support child's needs.
- Give encouragement and feedback to pupils using the language and vocabulary related to the learning objectives.
- To deliver First aid as needed
- Be prepared to give intimate care including nappy changes as necessary.
- Organise, escort and supervise the pupil with out of school activities.
- Undertake playground supervision of the children to maintain safety and monitor security of the grounds, if required.

Arrangements for Performance Management

- Performance Management will be carried out on an annual basis and be related to the responsibilities outlined in the job description.
- The Performance Management meeting will evaluate achievements, agree areas for development, set appropriate targets, and examine potential training requirements, changes and actions to be taken.

Whilst every effort has been made to explain the main duties and responsibilities of the SEN TA role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their Headteacher.

Person Specification SEN Teaching Assistant (Level 2)

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ▪ GCSE Maths and English grades A-C or equivalent ▪ Teaching Assistant (e.g. NVQ 2/3) or working towards this 	
Experience:	<ul style="list-style-type: none"> ▪ Experience of working one to one with children with complex SEND in a mainstream Primary school age setting within KS1 or EYFS 	<ul style="list-style-type: none"> ▪ SEND training/ Speech & Language. This might include: PEIC-D Makaton PECs
Professional values:	<ul style="list-style-type: none"> ▪ Adopt a flexible approach to working ▪ Be able to establish and maintain good professional relationships with pupils, parents and colleagues 	<ul style="list-style-type: none"> ▪ Have the ambition and drive for your own professional development
Knowledge, skills & abilities	<ul style="list-style-type: none"> ▪ Ability to work with children showing care and understanding. ▪ Ability to work with individuals and small groups of children. ▪ Ability to be confidential. ▪ Willing to undertake training as required. ▪ Satisfactory DBS clearance (will be confirmed as part of pre-employment checks) 	<ul style="list-style-type: none"> ▪ Experience of working in a team ▪ Sound knowledge of children with complex needs. ▪ Ability to meet child's needs whilst encouraging independence.
Other	<ul style="list-style-type: none"> ▪ Willingness to support the intimate care needs of children as required. ▪ Ability to stay calm under pressure. ▪ Able to exert moderate physical effort; crouching or bending when working with pupils. 	

The post holder may be required to travel to other local sites, including other CLP schools.