



OLD CLEE PRIMARY ACADEMY

Inspired to Believe, Learning to Succeed

Job Title:	SEND Support Teaching Assistant
Grade/Salary:	SCP3 £25,614 FTE pro rata (actual salary £20,207 per annum)
Hours:	34.75 hours per week (Monday-Friday 08:15-15:30 +1hr p/w for meeting) Term Time Only
Contract Type:	Fixed Term until 31/08/2027
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Senior Leadership Team

Old Clee Primary Academy is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Designation of post and position within departmental structure

Responsible to class teacher and senior staff and will be deployed to meet pupil needs within the designated phase. However, the academy reserves the right to deploy staff to wherever the need arises, and at short notice. Post holder will need to be flexible and adaptable in order to fulfil the wider work of the academy.

Main purpose

The SEN teaching assistant (TA) will under the guidance and direction of teaching/senior staff: (this does not always mean in the same location as the teacher and can mean working alone in a separate work space/part of the school)

- Provide learning and care support for pupils with special educational needs (SEN)
- Work with the teacher to plan and deliver activities
- Support pupils with routines, transitions and behaviour management
- Be responsible for effective phonic delivery and assessment of large/small groups where applicable
- Be responsible for effective intervention delivery and assessment of large/small groups where applicable, adapting plans according to children's need in order to make an impact

Duties and responsibilities

Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Supervise pupils out of lesson times, during break/lunch times and organize and supervise pupils on school trips and other off-site activities as required
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education and support plans
- Remove barriers to learning for all pupils and be a role model in promoting a 'can-do' growth mind-set approach.
- Insist on the highest standards and expectations at all times
- Undertake lunchtime duty, breaktime duty and playground duty as required

- To undertake general medical and first aid duties and implement aspects contained in MHCP (medical health care plans)

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use IT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Monitor, record and report on progress and attainment
- Supervise a class if the teacher is temporarily unavailable
- Contribute to the overall ethos, aims and work of the school
- Undertake any other relevant duties given by the class teacher or SEN co-ordinator (SENCO)
- Delivering targeted interventions

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers and SENCo
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Insist on the highest of standards with regard to pupil's learning, learning behaviours and standards for pupils to achieve and aspire to. Promote and maintain behaviour standards across the academy – not just in classes but across high mobility areas such as corridors.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • Level 2 or higher Teaching Assistants or equivalent qualification
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with special educational needs (SEN) • Experience planning and delivering or supporting the delivery of targeted learning interventions
Skills and knowledge	<ul style="list-style-type: none"> ➤ Excellent literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Ability to work as part of a team and to be flexible in their approach to daily routines ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good IT skills, particularly using IT to support learning ➤ General understanding of national/foundation stage curriculum ➤ Understanding of child development and learning ➤ Promote good pupil behaviour and deal promptly with conflict and incidents ➤ Have high expectations of progress and behaviour
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ Resilient, positive, forward looking and enthusiastic about making a difference ➤ Capacity to inspire, motivate and challenge children and young people ➤ Personal commitment to the academy's professional standards, including dress code as appropriate ➤ Share our commitment to creating a safe inclusive and positive learning environment
References	<ul style="list-style-type: none"> ➤ Positive recommendation(s) in 2 professional references ➤ DBS clearance/no adverse outcomes from the DBS check