

JOB PROFILE

Job Title	1-1 SEN Teaching Assistant - Level 2 (Supporting & Delivering Learning)	Pay Band	Level 3 Scale Point 5-7
Reports to	SENCO	Hours	As per statement to include Friday pm finishing at 4pm. Hours will be spread over five days taking account of lesson timetabling. Therefore it will be necessary to negotiate appropriate daily start and finish times each September. Term time plus one week for INSET days (39 weeks) . Lunch will be 30 mins or one hour dependent on the hours of the statement and the needs of the child as directed by SENCO.
Location	Holy Family Catholic Primary School	Department	Teaching Support

Job Purpose

Under the supervision of the class teacher and/or SENCO, to undertake a range of directed activities to support the educational and developmental needs of the individual pupils, including planning, delivering, recording and feeding back to class teachers. To assist the teacher in the management of pupils and the classroom.

Work may be carried out in the classroom or outside the main teaching area. Supervise lunchtimes.

Principal Accountabilities

Ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Run specific programmes and activities to assist the pupil's individual learning and social needs.

Be responsible for implementing the targets on the pupil's Individual Education Plan (IEP) in liaison with the class teacher and SENCo.

Provide information for feedback to parents

- Supporting Learning
 - To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
 - To develop knowledge of the particular needs of the child and seek advice from SENCo, class teacher and outside agencies as required.
 - To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards, etc.
 - To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
 - To be involved in the planning and preparation of the day to day class activities.
 - To organise and maintain an inclusive learning environment both in the classroom and outside.
 - To support the pupil in all environments, being mindful of his and others health and safety in relation to his medical conditions, and encouraging safe interactive play.
 - To motivate and encourage the pupil to have a go at activities they may be unsure of.
 - To provide positive reinforcements, praise and rewards.
 - To facilitate inclusion in small group activities with peers and support interaction between them.
 - To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

- To provide support and facilitate interaction with peers in the classroom and around school.
- Supporting Teachers (inc SENCo)
 - To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
 - To attend planning meetings with the SENCo and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
 - To provide regular feedback to the class teacher, Inclusion Manager/SENCo and relevant outside agencies about the pupil's difficulties and progress.
 - To contribute to any review by writing a brief report and attending the meeting.
 - Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
 - Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
 - Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
 - Establish constructive relationships with parents/carers.
 - Administer routine tests and assessments and undertake routine marking of pupils' work.
 - Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.
- Support for the Curriculum
 - Assist in the preparation and development of agreed curriculum activities.
 - Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, RWInc and early years, recording achievement and progress and feeding back to the teacher.
 - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
 - Source, prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist identified pupil in their use.
- Support for the school
 - Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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.
 - Appreciate and support the role of other professionals.
 - Attend relevant meetings as required.
 - Participate in performance management as required.
 - Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
 - Foster links between home and school.
 - To participate in relevant professional development as deemed appropriate for the needs of the child.
 - To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
 - To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school.
 - To carry out duties as directed by the SENCo or Headteacher.
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Key interfaces

- Pupils
- Teachers
- SENCo
- Headteacher
- Parents

Essential Capabilities

Skills

- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- Able to build and maintain successful relationships relating well to children and adults
- Excellent team working skills
- Promote positive values, attitudes and behaviour
- Patient, proactive, enthusiastic and self-confident
- Understand the roles of parents and carers in pupils' learning and development
- Demonstrate a willingness and ability to improve own practices
- Good organisation and time management
- Proven ability to think and act clearly and incisively
- Excellent written and verbal communication and interpersonal skills
- Ability to work at a high standard
- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Able to use own initiative and seek guidance when required
- Strong commitment to a high level of confidentiality
- Flexible and adaptable

Essential Qualifications

- Good numeracy and literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.
- NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
- Training in relevant learning strategies e.g. literacy RWInc, specific intervention programmes
- First aid training.

Expertise

- Training in relevant learning strategies e.g. Read Write Inc
- Good understanding of National and school curriculum relevant to the age working with
- Experience of working with relevant age groups within a learning environment
- Effective use of ICT to support learning

Experience

- Use of other equipment and technology to support learning - video, camera, photocopier etc
- Basic understanding of child development and learning
- Able to work constructively as part of a team, understanding classroom roles and responsibilities
- Understand a range of strategies to support learning and establish a purposeful learning environment
- Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment
- Understand the legal definition of Special Educational Needs (SEN) and the importance of IEPs
- Knowledge of teaching resources to meet the diversity of pupils' needs and interests
- Awareness and understanding of pupil assessment activities
- Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues
- Have a proven track record of dealing with confidential information with discretion and integrity
- Awareness of learning in out-of-school contexts and related policies and procedures

Leadership Behaviours

All Holy Family School Employees should role model School behaviours, effective working and demonstrate their commitment to the culture and vision of Holy Family School. All employees are responsible for motivating and inspiring others and are accountable for the atmosphere in which they work.

Culture

1. We believe our school should be a happy and caring place where children want to come and where they will feel secure
2. We believe that every individual in the school should be accorded the respect and dignity that is the right of every person
3. We aim for genuine excellence in each individual in every sphere of activity
4. We believe the above can be achieved by our working through open and participative structures

Communicating a common vision

Trying to make the world a better place through creating a learning environment based upon gospel values where every adult and child become better people.

Agreeing accountabilities

1. Has an approachable style that enables people to raise concerns (e.g. about safety, ethics or performance)
2. Takes responsibility for developing themselves and others
3. Holds themselves and others accountable for the standard of delivery with clear links between performance and consequences

Motivating and inspiring others

1. Be responsive to feedback about your own performance and behaviours
2. Lead by example and be willing to do what you ask of others
3. Encourage others to question things and take informed risks

Signed

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(Postholder)

Date

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Signed

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(Line manager)

Date

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