



# Job Description and Person Specification for SEND Teaching Assistant

<b>TITLE</b>	SEND Teaching Assistant ( <b>Level 2</b> )
<b>LINE MANAGER</b>	SENDCo
<b>GRADE</b>	C

## **PURPOSE OF JOB**

To work under the instruction guidance of SENDCo to undertake programmes designed with the SENDCo and class teacher to enable pupils with SEND access to learning. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

## **SUPERVISION ARRANGEMENTS**

To work under the supervision of the class teacher, assistant SENDCo or SENDCo. Work will take place both within and outside the classroom with individuals and groups of children.

## **MAJOR RESPONSIBILITIES**

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils particularly those with special educational needs or disabilities
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy and other agreed programmes
- Assisting with the planning cycle for groups and individual pupils
- Undertaking general clerical/administrative support for the teacher/SENDCo

## **DUTIES**

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

### Supporting pupils by:

- Supervising and providing particular support for pupils, particularly those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of School DAFs and Behaviour Care Plans
- Under the direction of the SENDCo and using a developing knowledge of SEND skills:
  - Complete in-class observations and assessments
  - Help to develop individual and group learning programmes to respond to current and future needs
  - Monitor and contribute to the evaluation the success of School DAF and EHCPs for children at SEND support or EHCP
  - Keep accurate notes on progress and concerns to be used as evidence for the review process and statutory assessment as appropriate
  - To inform on SENDCo and teacher about individual children's progress
  - Liaise with the SENDCo regarding the progress and future needs of children with SEND
  - Create a positive working relationship and environment conducive to effective learning for children with SEND
- Attend and contribute meetings within federation as required
- Contribute to the overall ethos of the federation acting as a role model and setting high expectations.
- Participate in training, other learning activities and performance development as required
- Use specialist skills and training to encourage children with SEND to benefit from the planned learning activities, including modifying the class teacher's planned activities to meet the needs of specific pupils
- Provide positive and supportive feedback to pupils and parents
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

### Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher/SENDCo
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

### Support the federation by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the federation
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after federation and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

**Date:** .....

**Signatures:** Manager..... Post holder.....

## Person Specification – SEND Teaching Assistant

**TITLE** SEND Teaching Assistant (**Level 2**)  
**LINE MANAGER** SENDCo  
**GRADE** C

Category	Requirements	Essential/ Desirable	Method of Assessment <sup>1</sup>
Education/ Training	Good numeracy/literacy skills	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme or similar school-based induction, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
	NVQ 2 for Teaching Assistants or equivalent qualifications/experience	Desirable	A
	Training in the relevant learning strategies e.g. literacy, SEND support	Desirable	A, I
Experience	Working with or caring for children of relevant age, with SEND or completion of the DCC TA Access Course	Essential	A, I
Knowledge	Basic understanding of child development and learning	Essential	A, I
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A, I
	General understanding of national/foundation stage curriculum and other basic learning programmes	Desirable	A, I
Skills/Abilities	Ability to effectively use ICT to support learning, or to undertake training to do so.	Essential	A, I
	Ability to use other technology to support learning – e.g. video, photocopier etc.	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	I I
	Ability to relate well to children and adults	Essential	
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	Essential	A, I

Key for Method of Assessment: A – Application I – Interview