



JOB DESCRIPTION

POST: SEN General Teaching Assistant	
GRADE: E	
RESPONSIBLE TO: HLTA / Teacher / Member of school leadership team	
STAFF MANAGED: None	
JOB PURPOSE:	Under the direction and support of senior staff, the post holder is required to work with teachers as part of a professional team to support teaching and learning for pupils with a range of needs including: moderate, severe, profound and multiple learning difficulties, behavioural, social, mental, emotional, communication, sensory or physical difficulties.
JOB CONTEXT:	<p>Required to work within a special school with pupils with challenging or complex difficulties to assist them with others to overcome barriers to learning.</p> <p>Due to the nature of the children's needs, the postholder must be able to meet the physical demands and duties of the role</p> <p>This job description includes the duties and responsibilities of working in a special school and incorporates the previous SEN allowance which is no longer applicable.</p> <p>Enhanced DBS clearance required</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operational Issues	<ul style="list-style-type: none"> ● Provide support for learning activities for individual pupils or groups of pupils under the direction and supervision of a qualified teacher or HLTA, working to differentiated and adapted learning activities to suit the needs of the pupils. ● Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students ● Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning ● Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies ● Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health, emotional and physical needs ● Assist in escorting and supervising pupils on educational visits and out of school activities ● Observe pupil's performance and behaviour, drawing any issues to the teacher's attention ● Undertake rota duties as required ● Support learning by preparing classroom materials and learning areas, and undertaking minor clerical duties e.g. photocopying and displaying pupils work ● Support the use of ICT and adhere to relevant policies ● Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, and assist



	<p>in ensuring that examinations comply with the Examination Board Regulations</p> <ul style="list-style-type: none"> ● Carry out tasks associated with pupils' personal needs, including toileting, hygiene, dressing, feeding, (including personal intimate care) and welfare, including physical and identified health needs (under the direction of senior staff), whilst encouraging independence ● Assist in the administration of emergency and daily medication to pupils and keep accurate records ● Assist in moving and handling individuals using specialist equipment as required ● Work with pupils on therapy or care programmes, designed and overseen by a therapist or care professional
<p>Communications</p>	<ul style="list-style-type: none"> ● Maintain good working relationships with external agencies, other professionals, staff, parents/carers as appropriate e.g. to provide updates on progress ● Use other appropriate forms of communication when needed ● Communicate and establish effective relationships with the children & young people, using appropriate communication aids and methods where appropriate ● Provide support and encouragement to children & young people
<p>Resource Management and Skills Development</p>	<ul style="list-style-type: none"> ● Required to use, clean and maintain specialist equipment e.g. specialist chairs, walking devices, lifting equipment and communication aids after appropriate training. ● Maintain suitable learning environments setting up activities in a morning and tidying away at the end of the day. ● Participate in staff meetings ● Participate in the performance management process ● Participate in training and other learning activities to keep knowledge and skills up to date
<p>Safeguarding</p>	<ul style="list-style-type: none"> ● To be committed to safeguarding and promote the welfare of children, young people, raising concerns as appropriate. ● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate ● Understand and evaluate risks to safeguard the welfare of the children & young people ● Comply with safer working practices
<p>Systems and Information</p>	<ul style="list-style-type: none"> ● Share information confidentially about pupils with other staff, parents/carers, internal and external professional as appropriate ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality ● Support the teacher in monitoring, assessing and recording pupil progress ● Contribute to maintaining accurate pupil records linked to daily routine e.g. toileting, medication
<p>Planning and Organising</p>	<ul style="list-style-type: none"> ● Assist the teacher in planning and organising learning activities for pupils ● Contribute to the planning, organising and implementing individual development and care plans for pupils, and contribute to reviews



Data Protection	<ul style="list-style-type: none">● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none">● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist health and safety responsibilities as defined in the Health and Safety policy and procedure.● To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none">● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.● Within own area of responsibility work in accordance with the aims of the Equality Policy Statement
Flexibility	<ul style="list-style-type: none">● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with school policies and procedures.
Customer Service	<ul style="list-style-type: none">● The Forest School requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.● The Forest School requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
Date of Issue:	July 2021

PERSON SPECIFICATION

JOB TITLE: SEN General Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge Area 1</p> <ul style="list-style-type: none"> ● An awareness of child/young person's development and learning ● An understanding that children/Young people have differing needs ● An awareness of the needs of children and young people with learning, sensory and physical difficulties 	<ul style="list-style-type: none"> ● Knowledge of child protection legislation and safeguarding procedures ● Knowledge of Health & Safety legislation and procedures for reporting accidents ● Knowledge of behaviour management techniques ● An understanding of independent learning and inclusion of all pupils ● Knowledge of complex associated needs e.g. behaviour, medical, physical, sensory, autism
<p>Experience - Area 2</p> <ul style="list-style-type: none"> ● Experience of working with children and young people 	<ul style="list-style-type: none"> ● Experience of working with children and young people with learning, sensory or physical difficulties in a learning environment ● Experience of administering medication and keeping appropriate records.
<p>Occupational Skills - Area 3</p> <ul style="list-style-type: none"> ● Ability to work successfully in a team. ● Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers ● Good reading, writing and numeracy skills ● Demonstrable ICT skills and ability to use them as part of the learning process 	<ul style="list-style-type: none"> ● Creativity

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> ● Observation skills ● Ability to informally risk assess conditions and make appropriate decisions in emergency situations ● Ability to relate to children and young people ● Ability to prevent and /or manage challenging behaviour. ● Ability to be solution focused 	
<p>Qualifications - Area 4</p> <ul style="list-style-type: none"> ● NVQ level 2 qualification in supporting teaching and learning or equivalent or achievement within a reasonable timescale. ● Willingness to undertake training to meet the requirements of the role e.g. manual handling, first aid training 	<ul style="list-style-type: none"> ● Working towards or willingness to undertake NVQ level 3 in a relevant subject ● First Aid qualification ● Level 2 qualification or equivalent to evidence good numeracy and literacy skills
<p>Other Requirements - Area 5</p> <ul style="list-style-type: none"> ● To be committed to the school's policies and ethos ● To be committed to Continuing Professional Development ● Motivation to work with children and young people ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Emotional resilience in working with challenging and injurious behaviours and attitudes ● Ability to use authority and maintaining discipline ● An empathy for equality & diversity ● Flexibility 	