



Greenfields Specialist School for Communication

Teaching Assistant Special Educational Needs

Post: Teaching Assistant SEN
Level: Job Family Reference 1484, Level 2
Responsible to: Head Teacher

Job Purpose:

- Jobs comprise a sequence of tasks that form standard work routines.
- Some may have a more specialist role that will typically cover a deeper knowledge of a narrower range of circumstances.
- May provide informal assistance to less experienced colleagues.
- Works under instruction/guidance enabling access to learning including special educational needs.
- Jobs require a normal level of courtesy and effectiveness in dealing with other people. Should be able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher or organisation.
- May contribute at an individual level to monitoring team resource levels and providing simple information.
- Likely to interact with colleagues, students, parents and carers and educational professionals.

Safeguarding and Child Protection

All staff at GSSC must ensure that they read and adhere to 'Keeping children safe in education Statutory guidance for schools and colleges September 2024' and keep themselves abreast of relevant updates. 'This is statutory guidance from the Department for Education issued under Section 175, Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

Keeping children safe in education - GOV.UK (www.gov.uk)

Supporting Students in the Learning Environment

1. Supervise and support students in the learning environment including more in depth support for those with special needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all students.
2. Assist students, within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of predefine learning, care and support activities to meet the requirements of students and the curriculum (for example literacy, numeracy, ICT).
3. Assist with the supervision of students and planning of activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
4. May assist students with mobility equipment such as using wheelchairs, standing frames, walking aids and/or hoists to support students in their learning environment.

Providing Personal and Welfare Care

1. Assist in the planning, development and implementation of student education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times, to help with development of social skills and to ensure that the schools health, safety and behaviour policies are maintained.
2. Assisting the nurse or trained members of staff in providing support to the child whilst the staff carry out medical procedures so that the schools health, safety and behaviour policies are maintained.
3. Deal with conflict using different communication techniques to encourage all students to take responsibility for their own behaviour and promote independence.
4. To care for a sick or injured child referring them when necessary to the nurse or trained member of staff and accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

Administrative Support

1. Provide clerical and other support to meet service delivery requirements (for example photocopying, typing, filing, money, administering coursework).
2. Support teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group of students under the supervision of the teacher to meet service delivery requirements.
3. Administer routine tests and undertake routine marking/evaluation of students work to meet requirements of students and the curriculum.

Working with People

1. Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.
2. Build and maintain positive working relationships and students, parents, carers and colleagues to maximise students' development and maintain the overall ethos of the school.
3. Observe behaviour and use awareness of behaviour, knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by students in class.
4. Where required and suitably trained, use appropriate physical intervention techniques in accordance with relevant policies and procedures.

Working with resources and Information

1. Monitor resource levels and contribute to the resource ordering process to ensure the timely availability of resources to meet the requirement of the curriculum.
2. Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.
3. Monitor, feedback, record and report on student progress, including feedback to students, and participate in the completion of student profiles and records of achievement to maximise pupil development.

Additional Work Elements

- Physical effort is required throughout the day when attending to students' personal care needs and assisting students with mobility equipment such as using wheelchairs, standing frames, walking aids and/or hoists. This work is undertaken in accordance with health and safety policies and procedures.

- May experience regular physical and/or verbal abusive behaviour from some students. Where required, and suitably trained uses appropriate physical intervention techniques in accordance with policies and procedures.
- Works in an environment where at times throughout the day they experience unpleasant elements such as bodily fluids.
- All 24 tasks as outlined in the National Agreement (2003) can be included in the jobs staff are expected to complete.
- Training: Safeguarding/Child Protection, Manual Handling, Team Teach are compulsory for all staff
- Implementation of additional training as required eg. Minibus, Pecs, Catheterisation.
- **(see attached training record)**

Staff Member:Name Staff Member.....signed

Head Teacher:signed

Date:

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Person Specification

Essential	Desirable
<ul style="list-style-type: none">• NVQ Level 2 or equivalent in relevant subject.• Knowledge of special educational needs.• Appropriate IT and keyboard skills.• Appropriate level of data protection, security and confidentiality awareness.• Appropriate level of literacy and numeracy skills, ie GCSE or equivalent.• Aptitude for working with children with special educational needs.• Good relationships with client group• Good relationships with colleagues• Good attendance/ sickness record• Ability to deal with challenging situations• Ability to deal with students' personal needs• Willingness to train/develop skills and knowledge• Willingness to accept a personal challenge/change of direction• Good communication skills• A skill that would enhance the staffing structure	<ul style="list-style-type: none">• Basic knowledge of First Aid.• Training in the literacy/numeracy strategies.• General understanding of national curriculum and other basic learning programmes.• Evidence of mentoring skills at a level relevant to the role.• Understanding of corporate equalities standards and diversity issues and impact in immediate work area.