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**JOB DESCRIPTION: SEN Support Assistant**

Responsible to: SENCO and Headteacher, SLT

Liaises with: Class teacher and SENCO

**Main purpose of job:**

To assist and support pupils with special educational, social, emotional and behaviour difficulties.

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.

To work either in or out of the classrooms to support the child as directed by the class teacher, SENCo or member of senior leadership in order to meet the needs of specific children / groups of children.

**DUTIES AND RESPONSIBILITIES**

**Support for Pupils:**

* To provide learning support in 1:1 or small group situation.
* To develop knowledge of the particular needs of the child and seek advice from the 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 organise and maintain an inclusive learning environment across the whole school environment.
* Provide positive reinforcements, praise and rewards to pupils.
* 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 work in different classes, depending on need
* To support pupils with their behaviour at lunchtimes

**Support for 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 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 SENCo and, where necessary, relevant outside agencies about any pupil’s difficulties and progress.
* To contribute to the pupils’ annual review by writing a brief report and attending the meeting.

**Support for Teachers:**

* Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
* Monitor pupil’s responses to learning activities and accurately record achievement as directed;
* Provide detailed and regular feedback about the children to the teacher;
* Participate in the evaluation of the support programme discussing with the SENCo;
* Promote good behaviour, dealing promptly with conflicts and incidents in line with our Behaviour policy, and encourage and support children to take responsibility for their own behaviour;
* Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
* Contribute to the overall ethos/work/aims of the academy;
* Where appropriate develop a relationship to foster links between home and academy;
* Contribute to reviews of children’s progress as appropriate collating evidence to support performance management targets,
* Set a good example in terms of dress, punctuality and attendance following the school’s staff handbook;
* Prepare and present displays of children’s work as required;
* Undertake other duties as required by the Head Teacher.

**Job Specification**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out based on how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you meet the requirements when you fill in the application form.

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| **Essential** | **Desirable** |
| A demonstrable commitment to the welfare and safety of children.Good understanding of equal opportunitiesExcellent numeracy and literacy skills – equivalent to NVQ level 2 in English and Maths.Able to use ICT effectively to support learning.Able to demonstrate an awareness of assertive behaviour management.Able to provide objective, accurate and constructive feedback on pupil progress to teachers and the SENCo.Demonstrates a good understanding of how to promote independent learning.Able to implement individual learning plans in consultation with the SENCo.Able to prepare and deliver learning activities for individuals/small groups. Evidence of working with children with Speech and Language difficultiesWillingness to aid children in different aspects of their self-care and intimate care.  | Experience of working with children in EYFS and / or Key Stage 1.Minimum of GCSE English and Maths, grade A\* - CAble to develop pupils’ competence and independence in the use of ICT.Skilled at managing behaviour constructively in small group situations.Able to monitor and evaluate pupil responses to learning activities through a range of strategies and give effective feedback to class teachers.Skilled at employing a range strategies which promote independence and teach self-reliance.An understanding of relevant policies and codes of practice.Willingness to undertake further training.An understanding of how to help develop children’s early learning and play skills. |

**Safeguarding and Child Protection**

Kettering Park Infant Academy fully recognises the contribution it makes to the safeguarding of children and Child Protection procedures. We practise safe recruitment by checking the suitability of staff to work with children in order to provide protection for our pupils against those who might wish to harm them. Our Safe Recruitment checks include:

1. Applicants must complete our application form in full – CVs will not be accepted.
2. Applicants must include a full employment history including satisfactory explanations for any gaps in employment. A candidate’s employment history will be checked.
3. Candidates will be asked to declare any convictions or cautions\* if shortlisted for interview.
4. Proof of the candidate’s identity at interview stage.
5. The production of original evidence that the candidate is eligible to work in the United Kingdom.
6. The production of original evidence of educational qualifications (certificates).
7. Two satisfactory references\*\* including one from the candidate’s last employer, which are taken up if the candidate is shortlisted for interview.
8. A satisfactory Enhanced DBS check and Barred List check.
9. A satisfactory medical assessment (once an offer of employment has been made).

\*[This post is exempt from Section 42 of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 amended by the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986 and any convictions or cautions must be declared, even if they would otherwise be regarded as spent.]

\*\* [The academy does not accept “open references” or references from friends and relatives or people with whom the candidate lives.]