

Job Title	SEN Teaching Assistant – Level 2
Responsible To	Class Teacher and Headteacher

PURPOSE OF THE ROLE

The value of high-quality classroom support and the positive impact of this on our children’s lives is a shared ethos across our Trust which makes this role hugely important in every one of our academies and integral to our vision ‘To Know, To Learn, To Lead out’.

All our academies are committed to safeguarding and promoting the welfare of children which is embedded in our values and requires ongoing commitment of all staff.

The Teaching Assistant will aid the pupil to learn as effectively as possible both in a group and on their own by, for example:

- Ensuring the safety of the individual and the other children in school
- Supporting communication skills
- Ensuring the pupil is able to use the equipment and materials provided
- Motivating and encourage the pupil by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
- Consistently and effectively implement agreed behaviour management strategies

KEY RESPONSIBILITIES

- To establish supportive relationships with the pupil concerned
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupil’s response to the learning activities and feedback to the class teacher
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil’s efforts and develop self-reliance and self-esteem.
- To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- To be aware of confidential issues linked to home/pupil/teacher/school
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To accompany teacher and pupils on educational visits
- Assess the needs of pupils and use detailed knowledge and skills to support pupils’ learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations following the academy’s behaviour policy.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

Love
Community
Respect
Trust
Ambition

01353 656760

www.demat.org.uk

DEMAT Office Address:

Grace Building, 8 High Street, Ely, Cambridgeshire, CB7 4JU

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- Provide feedback to pupils/Class Teacher in relation to progress and achievement including marking work in line with school policy.
- Provide supervision during unstructured times, where required.
- Supervise activities and maintain the health, safety, welfare, good conduct and safeguarding of pupils during the midday break, having regard to special or additional needs.
- Report incidents in line with academy and safeguarding policies.

Support for the Curriculum

- Support the academy curriculum including literacy and numeracy activities through the delivery of individual and small group intervention programmes.
- Follow long, medium and short term plans which ensure each child is working towards desirable learning outcomes within the EYFS curriculum.
- Use strategies, in liaison with the Class Teacher to support pupils to achieve EYFS objectives.
- Provide targeted support to enhance learning, accelerate progress and improve attainment.
- Deliver learning activities to pupils, adjusting activities according to pupil responses and needs.
- Use ICT effectively to support learning activities.
- Select and prepare resources – with direction – necessary to lead learning activities, taking account of pupils' interests.

Support for the Class Teacher

- Organise and manage appropriate learning environments and resources.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives.
- Work within an established behaviour policy to anticipate and manage behaviour.
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement.

Support for the Academy

- Be aware of, follow and comply with all academy policies and procedures.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, values, work and aims of the academy.
- Assist with pupil supervision out of lesson times, including before and after school and at lunchtime, where required.
- Make a positive contribution to the wider life and ethos of the academy.

Professional Development

- Participate in arrangements for your own performance management.
- Participate in Trust-wide professional development to develop your own knowledge and practice with an aim to develop and improve outcomes for all children.

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Working with Colleagues and other Relevant Professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the academy to secure excellent outcomes for all pupils.
- Participate in administrative and organisational tasks where required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Attend and actively participate in staff meetings.
- Have a flexible approach and be willing to adapt to changes.
- Attend all weekly TA meetings and follow up on the actions given.

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Person Specification

Attributes	Essential (E) or Desirable (D)
Qualifications and Experience	
A minimum qualification of GCSE Maths and English (or equivalent) grade C or above.	E
NVQ Level 2 in supporting teaching and learning or equivalent	E
First Aid Qualification	D
Commitment to undertake professional training/development relevant to the post/seeking career progression	E
Previous experience working in a primary school	D
Working with children and experience of supporting children with special educational needs	D
Knowledge, Skills and Abilities	
Principles and practices of high-quality teaching and learning	E
Effective approach to behaviour management	E
High level of written and oral communications	E
Strong organisational, personal time management and planning skills	E
Can use ICT effectively to support learning	E
Personal Attributes	
High level of collaboration, cooperation and team working capabilities	E
Has an understanding classroom roles and responsibilities and your own position within these.	E
High levels of adaptability and flexibility	E
Commitment to safeguarding and promoting the welfare of children and young people	E
High levels of enthusiasm, determination and a drive to inspire others to achieve high standards	E
Ability to build effective relationships with colleagues, parents/carers and members of the community	E
Ability and willingness to promote the school's positive culture and ethos	E

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