

The Pioneer Academy

SEND Teaching Assistant

Job purpose including main duties and responsibilities

Main objectives of the post

A SEND teaching assistant is responsible for ensuring that learning and teaching is highly effective and that named pupils and specified children with SEND can achieve their maximum potential by:

- Being a good or outstanding classroom TA practitioner
- Continuous improvement of teaching and learning under the supervision of the Class teacher and SENDCo
- Maintaining and raising standards under the supervision of the Class teacher, SENDCo and SLT
- Tracking performance of specified SEND children
- Leading by example to motivate and work with others

Key Accountabilities

1. Work in partnership with the class teacher, SENDCo and SLT on identified priorities.
2. Support a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
3. Work with specified SEND children to ensure they make good to outstanding progress.
4. Meet as arranged and / or as necessary with the class teacher, members of SLT and SENDCo.
5. To undertake relevant training and professional development in line with the school development plan.

Teaching and learning

1. As directed by class teacher, inclusion teams or SLT, to be responsible for assessing and evaluating the work of specified SEND children and keeping appropriate records.
2. To ensure that a high standard of physical and emotional care for all children is maintained, including to be able to administer and support with personal care as required, based on the individual needs of the child.
3. Assist class teacher, SLT and SENDCo in driving a continuous and consistent partnership-wide focus on pupils' achievement, using data and benchmarks to monitor progress.
4. Maintain creative, responsive and effective approaches to learning and teaching.

5. Promote a culture and ethos of challenge and support where the specified SEND children can achieve success and become engaged in their own learning.
6. Work productively alongside school inclusion teams when required.
7. Be aware of, and support, difference and ensure all pupils have equal access to opportunities to learn and develop.
8. Deliver out of school learning activities within guidelines established by the school.
9. Under the guidance of the class teacher, assess the needs of specified SEND children and use detailed knowledge and specialist skills to support their learning.
10. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
11. Promote the inclusion and acceptance of all pupils within the classrooms.
12. Support specified SEND children consistently whilst recognising and responding to their individual needs and the needs of other children in the class.
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
14. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
15. Following The Pioneer Academy Marking and Feedback Policy, provide feedback to pupils in relation to progress and achievement.

Working within the organisation

1. Ensure specified SEND children are motivated to learn.
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding and follow safeguarding procedures appropriately.
4. Support effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve.
5. Use and integrate a range of technologies effectively to assist learning.
6. To undertake any duties reasonably delegated by Class teacher, SENDCo and Head teacher.
7. To undertake relevant training and professional development in line with the school development plan.
8. To undertake Midday Supervisor responsibilities as required to ensure adequate supervision at lunchtimes. This may be on a rota basis with other TAs.

Securing accountability

1. Promote and protect the health and safety of all pupils and staff within their key stage.
2. Promote safeguarding and the welfare of all pupils within the school.
3. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.

Strengthening community

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Support a range of community-based learning experiences.
4. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within the school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

Accountability in each school and the partnership

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at grade C or above (to include English and Mathematics)	E	AF,C
2 A levels or equivalent	D	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L2 NVQ in education related studies	D	AF, C

Experience, Knowledge and Skills	E/D	Stage
Has worked with young people	E	AF, I, R
Has worked in a school setting	D	AF, I
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I
Is able to support children at all level of abilities, including SEN	E	AF, I
Demonstrable success in raising standards and meeting challenging targets	E	AF, I, R
Is able to contribute to the planning of, deliver and evaluate support in class and in intervention programmes	E	AF, I,R
Is able to use data systems to monitor and track pupil progress and identify areas of focus	D	AF, I
Has an understanding of how to create an environment of high expectations	E	AF, I,R
Has an understanding of safeguarding in education	E	AF, I
Has knowledge of child learning styles and behaviours	E	AF, I
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I,R
An ability to communicate with children and adults, overcoming barriers where necessary	E	AF, I,R
An ability to implement the academy's behaviour policy	E	AF, I
A good understanding of the Primary Curriculum	E	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I,R
A knowledge of how to create and use resources effectively to support learning	E	AF, I

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I,R
An ability to stay calm under pressure	E	AF, I
An ability to think strategically and creatively	E	AF, I
An ability to solve problems within the framework of the policies in the academy	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team	E	AF, I,R
Professional, honest and loyal	E	AF, I,R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
A commitment to equality and inclusion	E	AF, I
An ability to build and maintain purposeful relationships	E	AF, I,R
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

KEY

- E/D Essential or Desirable
- AF Application Form
- C Certificate
- I Interview
- R Reference
- D Disclosure