



# Colnbrook C. of E. Primary School

## Job Description

### SEN Teaching Assistant

**Hours:** 8:00am – 4:00pm (Monday-Friday)

**Responsible to:** Senior Leadership Team

#### Job Purpose

The SEN Teaching Assistant will:

- Work under the direct instruction of teaching staff/SENDCo/Resource Base Teacher, to support access to learning for children and provide general support to the teacher in the management of children and the classroom.
- Assist in providing a secure, caring environment in which each child can find new, stimulating opportunities to develop their potential; emotionally, socially, physically and intellectually
- Assist with the promotion of inclusion for all children including those with Learning difficulties and disabilities within the whole life of the school
- Contribute to the appropriate strategies in relation to SEN
- Assist in the positive behaviour management requirements in the classroom and around the school
- Work as part of the school team to offer a coherent and consistent package of support to teachers and relevant children
- Be flexible and willing to adjust and adapt to the changing needs and requirements of responsibility
- Contribute to the overall ethos, work and aims of the school

#### Safeguarding

Colnbrook C. of E. Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

#### Key Areas of Impact

##### Main Duties and Responsibilities

##### Operational

- To establish and maintain good relationships with all children, parents/carers, colleagues and other professionals
- Attend to the children's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Supervise and provide particular support for children, including those with special needs, ensuring their safety and access to learning, and working with individuals or small groups
- To assist in the educational and social development of pupils under the direction of the Resource Base Teacher/ Senior Leaders.
- Record pupils' activities and achievements as directed by the Resource Base Teacher including weekly reports detailing attainment, progress and concerns as appropriate.
- Work with and deliver programmes provided by outside agencies such as the Educational Psychologist or the Speech & Language Therapist.
- Implement the school's Therapeutic Behaviour Regulation Policy and contribute to effective behaviour management
- Assist with development and implementation of Individual Education/Behaviour Plans and Personal Care programmes

- Establish good relationships with children, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all children
- Encourage children to interact with others and engage in activities led by the teacher
- Encourage children to act independently as appropriate
- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of children's work
- Liaise with the teacher and other members of staff and contribute to classroom planning – informally
- Be aware of children's problems/progress/achievements and report to the teacher and other staff members as agreed
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to children in relation to progress and achievement under the guidance of the teacher
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of children's work
- Use strategies, in liaison with the teacher, to support children to achieve learning goals
- Assist with the planning of learning activities
- Monitor children's responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on children's achievement, progress, problems etc.
- Establish constructive relationships with parents/carers
- Administer routine tests and undertake routine marking/comments of children's work, in accordance with the Feedback and Marking Policy and as directed by teachers
- Work with and deliver programmes provided by outside agencies
- Assist in the preparation and development of agreed curriculum activities
- Undertake programmes linked to local and national learning strategies e.g. English, maths, early years, KS1/2 tasks, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop children's competence and independence in its use
- Prepare and maintain equipment/resources require to meet the lesson plan/relevant learning activity and assist children in their use
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Assist with the supervision of children out of lesson times, including before & after school clubs, break time(s) and at lunchtimes
- Set a good example in terms of dress, punctuality and attendance

#### **Administrative**

- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy including returns and reports
- To deal with correspondence promptly and as required
- Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money
- With assistance, maintain one or more areas of the school, for example the maths cupboard/resources

#### **General**

- To attend relevant meetings and training sessions as required
- To attend school events as required
- Understands and assists in interpretation of school policies
- To assist in escorting children on educational visits and to participate in extra-curricular activities as required
- To cover for absent colleagues as directed

<b>Additional Duties</b>
<ul style="list-style-type: none"> <li>• Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;</li> <li>• Actively promote school policies;</li> <li>• Actively engage in the appraisal process</li> <li>• Continue professional development as agreed</li> <li>• Alert the Designated Safeguarding Lead in the event of any suspected Child Protection issues that may be affecting a learner</li> </ul>
<b>Additional Notes</b>
<p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>
<b>Safeguarding</b>
<p>In accordance with the Trust’s commitment to follow and adhere to the most recent versions of the Department for Education’s (DfE) guidance entitled "Keeping Children Safe in Education" and “Safeguarding Children and Young People and Young Vulnerable Adults Policy” and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.</p> <p>You are also required to know and comply with the most recent version of the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.</p>
<p>The Teaching Assistant will be required to follow school policies and the staff Code of Conduct.</p> <p>Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.</p>

## Personal Specification

<b>QUALIFICATIONS &amp; EXPERIENCE</b>	<b>Essential</b>	<b>Desirable</b>
Very good English/maths skills.	✓	
Experience of working with relevant age groups within a learning environment.	✓	
Experience of working with children with additional needs, in particular Autism Spectrum Disorder (ASD)	✓	

NVQ for Teaching Assistants or equivalent qualification or experience.		✓
Training in relevant learning strategies to support children with additional needs e.g. PECS, Makaton, Colourful Semantics		✓
Evidence of specialist training to deliver programmes to individuals or groups of pupils such as Occupational Therapy.		✓
Special Educational Needs, in particular speech and language, learning skills, social interaction and self-help skills		✓
Work effectively with vulnerable pupils in a 1:1 situation as required.		✓
<b>PROFESSIONAL VALUES AND PRACTICE</b>	<b>Essential</b>	<b>Desirable</b>
Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.	✓	
Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.	✓	
Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.	✓	
Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.	✓	
Demonstrate a willingness and ability to improve own practises and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.	✓	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>Essential</b>	<b>Desirable</b>
Full working knowledge of relevant policies and codes of practice and relevant legislation.		✓
Working knowledge of national curriculum and other relevant learning programmes.	✓	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	✓	
Ability to use visual aids to support understanding and communication	✓	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities.	✓	
Able to use IT effectively to support learning	✓	
Able to monitor and record progress towards personalised targets	✓	
<b>Personal qualities</b>	<b>Essential</b>	<b>Desirable</b>
Be a team player	✓	

Ability to motivate and inspire staff and pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to understand others and create trust	✓	
Effective written and spoken communication	✓	
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced DBS checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with children's behaviours and attitudes to use for authority and maintaining discipline	✓	



**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_