

## Job Description

<b>Job Title:</b>	SEND Teaching Assistant – Level 3 (Supporting and Delivering Learning)	<b>School Name:</b>	GRANGE PRIMARY SCHOOL
<b>Grade and Range:</b>	Grade 5 – scp 6 to 13	<b>Hours:</b>	8.30am – 3.45pm – Fixed term contract
<b>Reports to:</b>	SENCO / Headteacher / Deputy Head / Assistant Head	<b>Working Pattern:</b>	Term Time only including inset days
		<b>Supervises:</b>	None

<b>Purpose and context:</b>	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.</p> <p>The primary focus will be to support children/ groups of children with specific learning difficulties across the school. Duties may involve working in multiple classes with children of different ages. This will involve planning, preparing and delivering learning activities for individuals/groups monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.</p>
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### Principle Accountabilities:

#### SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of EHCP and children's individual learning plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs, this may involve support with intimate care and medical needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Attend relevant training courses specific to the needs of individual children

#### SUPPORT FOR TEACHERS

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objectives and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher/ SENCO, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed

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## SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Support the use of IT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

## SUPPORT FOR THE SCHOOL

- 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 pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy

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## General Statements

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
- Enactment of Health and Safety requirements and initiatives as appropriate
- All employees are required to declare any conflict of interest that may arise before or during their employment.
- Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
- Undergo and meet school conditions for a satisfactory enhanced DBS check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.
- Ensuring work is line with the School's Green Commitment Policy goals.

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- Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
  - Treating all information acquired through your employment, both formally and informally, in strict confidence
  - To demonstrate a commitment to good customer care.
  - Any other duties of an appropriate level and nature will also be required.

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**To contribute as an effective and collaborative member of the School Team**

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Contributing in meetings and being a supportive member of the school team.

## Person Specification

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		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (A / I / T)</b>
<b>Knowledge / qualifications:</b>	<ul style="list-style-type: none"> <li>▪ NVQ 3 for Teaching Assistants or equivalent qualification or experience</li> <li>▪ Training in the relevant strategies e.g. English and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</li> <li>▪ Appropriate first aid training</li> <li>▪ Can use IT effectively to support learning</li> <li>▪ Use of other equipment technology – video, photocopier</li> <li>▪ Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation</li> <li>▪ Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>▪ Understanding of principles of child development and learning processes</li> </ul>	E E E E E E E E	Indicate how skill will be assessed either application form, at interview or tested.
<b>Experience:</b>	<ul style="list-style-type: none"> <li>▪ Experience of working with or caring for children of relevant age</li> </ul>	E	
<b>Aptitudes, skills and competencies:</b>	<ul style="list-style-type: none"> <li>▪ Very good maths/English skills</li> <li>▪ Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>▪ Ability to relate well to children and adults</li> <li>▪ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>	E E E E	
<b>Special conditions:</b>	<ul style="list-style-type: none"> <li>▪ Motivated to work with children &amp; young people.</li> <li>▪ Ability to form &amp; monitor appropriate relationship &amp; personal boundaries with children &amp; young people.</li> <li>▪ Emotional resilience in working with challenging behaviours.</li> <li>▪ Appropriate attitudes to use of authority &amp; maintaining discipline.</li> <li>▪ All postholders will be required to undertake an enhanced DBS check. Individuals on the children’s barred list (and adults barred list where relevant) should not apply.</li> <li>▪ An understanding of the principles of Keeping Children Safe in Education and a commitment to ensuring the health, safety and wellbeing of all children.</li> </ul>	E E E E E E	