

Job Description

Post title: SEND Teaching Assistant – Level 2 - To work in the Resourced Provision

Contract: Permanent, Term Time Only

Pay range: Band 5, Scale Point 4 – 6 (actual salary £15,700 - £16,234)

Line manager: Miss D Ward

Hours of work: 30 hours per week

Location: Cottingley Village Primary School

Purpose of the Role:

To undertake work/care/support programmes, to enable access to learning for pupils whose primary need is social, emotional and mental health and to assist the teacher in the management of pupils in the school led resourced provision. Work may be carried out in the classroom or outside the main teaching area.

Supervisory Responsibilities:

Assisting as a member of the school led resourced provision team in the supervision of students on work experience or visitors to the unit.

Supervision and Guidance:

To work under the instruction/guidance of teaching/senior staff.

Decision Making:

To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

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Dawnay Road, Bradford BD5 9LQ 

info@exceedacademiestrust.co.uk 

01274 086 490 

www.exceedacademiestrust.co.uk 

Key Responsibilities:

Support for Pupils:

- Supervise and provide support for pupils who have special needs with their primary need being social, emotional and mental health, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Contribute to the development and implementation of Individual Education/Behaviour Plans/PEPS /EHCP and Personal Care programmes.

Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide regular feedback to teachers on pupils achievement, progress, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals within the resourced provision.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

Support for the Curriculum:

- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years contributing to achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Use specific resources, as directed, e.g. visual timetables / timers / positive learning plans to facilitate positive learning in the resourced provision or if children from the provision access the mainstream classroom.

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.
- Be aware of and comply with policies and procedures relating to Care and Control of Pupils, Accident book form, Violence to staff forms.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required some of which may be after school hours.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before, after school and at lunchtime and playtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities including residential as required and take responsibility for a group under the supervision of the teacher.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Working in Partnerships with Parents/Carers and External Agencies:

- Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

Management of Resources:

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Safeguarding and Compliance:

- Promote the safety and wellbeing of pupils and staff within the school
- Through example, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • English and Maths GCSE grade C or above (or equivalent). • Level 2 in a relevant field of study. • Other qualifications in relation to post e.g. health, children, practical skills, first aid. 	E E D	Application form and interview
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Previous experience in a similar role, working with children and young people in a primary setting. • Experience working constructively as part of a team. 	E E	Application form and interview
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Knowledge of working with children with FASD. • Able to promote independent learning in the classroom and support those appropriately with SEND especially FASD and ASD. • Possess excellent communication skills. • Excellent numeracy/literacy skills. • Ability to use relevant technology and software packages. • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. • Ability to understand classroom roles and responsibilities and your own position within these. 	E E E E E E D	Application form and interview
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Committed to the highest standards of teaching and learning. • Committed to forging excellent relationships with pupils, staff, parents and other professionals. • Able to motivate and inspire children particularly those with SEND. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	E E E E E	Application form and interview



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

