

Job description for Teaching Assistant (SEN)
Speech and Language and Autism

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| Job Title | SEN Teaching Assistant |
| Grade | 3 |
| Reports to | Headteacher, Class Teacher, SENCO, Senior TA |
| Primarily responsible for | The welfare and progress of a pupil who has emotional, social, behavioural and learning special educational needs. |
| Liaison with | Headteacher, SENCO, teaching staff, support staff, pupils, parents and carers and outside agencies as and when required. |
| Job Purpose | To work in partnership with class teachers to support the learning of pupils who have Speech and Language and Autism needs to support their learning in line with the EYFS Curriculum and national curriculum, codes of practice and school policies and procedures. To also work with other children as directed. |
| Principal Accountabilities | <ul style="list-style-type: none"> • Working with individual or small groups of children under the direction of teaching staff • Implement planned learning activities/teaching programmes and behaviour management strategies as agreed with the teacher and SENCO and adjusting other activities according to pupils' responses as appropriate – specific strategies suited for a child with Speech and Language and Autism difficulties. |
| Duties | <ul style="list-style-type: none"> • Interact with, and support pupils, according to individual needs and skills • Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate • Establish positive relationships with pupils supported • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • Support pupils with activities which support literacy and numeracy skills • Support the use of Computing in the classroom and develop pupils' competence and independence in its use • To attend to pupils' personal needs including help with social, welfare, care and health matters • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required • Assist with the development and implementation of EHC Plans and any other plans as devised by the classteacher or SENCO. |

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| | <ul style="list-style-type: none"> • Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher • Assist the teacher and other staff in the implementation of care programmes • To support learning by selecting appropriate resources/methods to facilitate agreed learning activities • To assist with the preparation, maintenance and control of stocks of materials and resources • Liaise with staff and other relevant professionals and provide information about pupils as appropriate • To assist with the display and presentation of pupils' work • To supervise pupils for limited and specified periods including break-times • To assist with escorting pupils on educational visits • To assist pupils during activities e.g. swimming, PE |
| General | <ul style="list-style-type: none"> • Positively support the church ethos of the school. • To understand and apply school policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant school meetings as required • To respect confidentiality at all times • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p> |

Person Specification for Learning Support Assistant (SEN)
Speech and Language and Global Delay

| General heading | Detail | Examples |
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| Qualifications & Experience | Specific qualifications & experience | Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience |
| | Knowledge of relevant policies and procedures | Basic knowledge of First Aid and understanding of School. A basic understanding of autism and how this may affect a child's ability to learn and interact with other children and adults. |
| | Literacy | Good reading and writing skills |
| | Numeracy | Good numeracy skills |
| | Technology | Knowledge of basic computing to support learning |
| Communication | Written | Ability to write basic reports |
| | Verbal | Ability to use clear language to communicate information unambiguously Ability to listen effectively |
| | Languages | Overcome communication barriers with children and adults |
| | Negotiating | Consult with children and their families and carers and other adults |
| Working with children | Behaviour Management | Understand and implement the school's behaviour management policy |
| | SEN | Ability to understand and support children with developmental difficulty or disability |
| | Curriculum | Good understanding of the school curriculum Knowledge of literacy/numeracy curriculum |
| | Child Development | Good understanding of the general aspect of child development Ability to assess progress and performance |
| | Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| Working with others | Working with partners | Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children |
| | Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| | Team work | Ability to work effectively with a range of adults |

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| | Information | Know when, how and with whom to share information Ability to follow instructions accurately |
| Responsibilities | Organisational skills | Good organisational skills Ability to remain calm under pressure |
| | Line Management | Ability to support the work of volunteers and other teaching assistants in the classroom |
| | Time Management | Ability to manage own time effectively |
| | Creativity | Demonstrate creativity and an ability to resolve routine problems independently |
| General | Equalities | Awareness of and commitment to equality |
| | Health & Safety | Basic understanding of Health & Safety |
| | Child Protection | Understand and implement child protection procedures |
| | Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| | CPD | Be prepared to develop and learn in the role |