Job Description for Level 3 SEN Specialist Teaching Assistant

Reports to: The Assistant Head for Inclusion

Responsible for: To work under an agreed system of guidance and management from the Assistant Head for Inclusion and Resource Base Class Teacher (RBCT) to take responsibility for;

- Individuals/groups of children with specific learning difficulties;
- Wave 3 interventions as appropriate to meet the needs of the school;
- In class support work as directed;
- To support the work of the Assistant Head for Inclusion/RBCT in raising standards for children with SEN

Main Purpose: To provide specialist skills and knowledge, at an advanced level, in the area of SEN

To plan, resource, deliver, monitor and review progress for children with SEN on individual/group programmes within the classroom or as part of a withdrawal strategy.

Main Activities: Support for Pupils:

- Attend meetings within school, home school and at RB specialist units as required
- Under the direction of the Assistant Head for Inclusion/RBCT and using detailed knowledge of SEN and advanced specialist skills:

  a) Complete in-class observations and assessments
  b) Help to develop individual and group learning programmes to respond to current and future needs
  c) Work independently to deliver, monitor and evaluate the success of educational plans for children at School Action and School Action Plus.
  d) Keep detailed notes on progress and concerns to be used as evidence for the review process and Statutory Assessment as appropriate
  e) To produce written reports, as directed, on individual children’s progress to inform The Assistant Head for Inclusion, RBCT or the Head Teacher.
  f) Liaise with the Assistant Head for Inclusion, RBCT, regarding the progress and future needs of children in the RB
  g) Create a positive working relationship and environment conducive to effective learning for children with SEN
  h) Develop purposeful homework/homeplay activities as part of the overall package of support
• Contribute to the overall ethos of the school acting as a role model and setting high expectations.

• Participate in training, other learning activities and performance development as required

• Attend and participate in relevant meetings as required

• Use specialist skills and training to encourage children with SEN to benefit from the planned learning activities, including modifying the class teacher’s planned activities to meet the needs of specific pupils

• Provide positive and supportive feedback to pupils and parents

• Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection
Person Specification for Level 3 SEN Specialist Teaching Assistant

Experience: Experience of working with children from 5 – 11 in an educational setting.

Ideally, At least 3 years practical experience of supporting children with learning and behavioural difficulties, working from and evaluating the progress of children at School Action and School Action Plus, against IEP targets.

Full working knowledge of the Code of Practice for SEN as well as school policies relating to Special Educational Needs, and Child Protection.

Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection.

At least 3 years practical experience of implementing and evaluating nationally recognised intervention programmes with SEN groups/individuals.

A good understanding of child development and learning processes.

Qualifications or Training: Minimum NVQ Level 3 or equivalent.

GCSE English Language Grade C or above or equivalent.

Practical Skills: In relation to meeting the learning needs of children at school action and school action plus and with statements, the successful candidate must be able to demonstrate that he/she can:

a) Support the school’s assessment for learning process.
b) Plan, resource and deliver a set programme of work.
c) Monitor and evaluate progress.
d) Advise and support parents in the delivery of programmes at home.
e) Provide objective and accurate feedback to the Assistant Head for Inclusion to support the review process.
f) To be able to coordinate record keeping systems and processes in line with school policy.
g) Utilise ICT resources to support children’s learning effectively.

Personal Qualities & Attributes: The successful candidate must have:

a) To able to communicate effectively in standard English.
b) A sense of humour.
c) The ability to work independently and as part of a multi-disciplinary team.
d) High expectations of themselves and the children they support.
The successful candidate must be able to:

a) Smile when things don’t go quite according to plan
b) Form effective, positive and supportive relationships with children, staff and parents
c) Motivate children who have put up barriers to learning
d) Work constructively as part of a team and be willing to share their knowledge and experience with other members of the support team

The successful candidate must be:

a) Passionate about raising standards for children with SEN
b) Calm and patient with children
c) Flexible and creative in their thinking and practical work
d) Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others
e) Organised