

Job Description- SEND Teaching & Learning Assistant

Post Title	Teaching and Learning Assistant
Salary Grade	N5
Job Evaluation Code	EE380
Reporting To	Line Manager
Line Management of	N/A

Job Purpose (including main duties and responsibilities)

- To provide classroom support to pupils through whole group, individual and small group work in close collaboration with teachers, other school staff and supporting professionals.

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

- Supporting the teacher in the general management of the classroom.
- To lead, as planned and directed by the teacher, with whole group, identified individuals or small groups of pupils.
- Provide clerical and administrative support, e.g. marking work, reviewing learning targets etc. under the direction of the class teacher.
- Supervising and interacting with individuals or groups of pupils alone and leading the delivery of general activities.

Classroom Organisation

- To be responsible for classroom organisation, classroom maintenance and care of resources to create a safe, purposeful and attractive learning environment.
- To be responsible for the preparation of resources.
- To be responsible for preparing pupils' work for display in the classroom and around the school.
- Demonstrating creativity in assisting with the practical resourcing of the classroom.

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Pupil Support

- Providing classroom support to pupils with additional needs.
- Carry out learning activities and work with pupils directly on curriculum related tasks under the direction of the teacher and support pupils to access specialist curriculum activities.
- Contributing to the delivery of all aspects of the curriculum and support for pupils, including assessment, recording and reporting procedures and the maintenance of individual pupil support plans, including the preparation of reports under the guidance of a designated teacher.
- Giving relevant feedback to the teacher regarding the academic achievement, social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- Contributing to monitoring and evaluating the learning environment provided for the pupils in their care and, in liaison with senior members of staff, using this evaluation to help make necessary changes and developments within the classroom.
- Taking an active role in liaising with external agencies, preparing reports and contributing to reviews where required, under the guidance of the class teacher.
- Completing compliance activities and following school policies and other key documentation, to keep self-updated with school and curriculum changes.

School Support

- To follow the school policy documents, curriculum planning and individual pupil support plans.
- Follow school communication systems and facilitating communication opportunities for pupils as required.
- Working with speech and language therapists and other professionals to plan and deliver agreed programmes.
- Accompanying pupils on educational visits and other extra-curricular activities.
- Assist in maintaining a healthy, safe and secure environment for pupils within and outside the classroom to act in accordance with the school's policies and procedures.

Welfare and Other Duties

- As directed by the middle leaders or class teachers, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- Supervise pupils to ensure their safety across school.
- To provide personal and intimate care and support medical needs of identified pupils, as appropriate, in line with the intimate care policy.
- Providing general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This will include implementing relationship support plans, responding to incidents relating to behaviours of concern and attending to sick or injured pupils.
- Administer medication to pupils in accordance with the school's policy and procedures (only where the post holder has agreed to be the named volunteer for this task and has been appropriately trained).
- Modelling the school and Trust values of Kindness, Integrity, Aspiration and Resilience at all times, whilst actively promoting equal opportunities and anti-discrimination policies to promote and implement the school's Equality Policy in all aspects of employment and service delivery.

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Child Protection and safeguarding

- Responsible for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with (following school/trust procedures and KCSIE).

General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

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PERSON SPECIFICATION – Teaching and Learning Assistant

Method of Candidate Assessment: A = Application
I = Interview
R = Reference
Q = Qualification

Essential	Desirable	Assessment
Knowledge and Experience		
Experience of advancing progress of pupils of relevant age within a learning environment or relevant experience of working with vulnerable adults or children.	Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working.	A/I/R
	Experience of administering, assessing and marking tests.	A/I/R
	Working knowledge of national or foundation stage curriculum and other relevant learning programmes/strategies.	A/I/R
	Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes.	I/R
	Understanding of classroom roles and responsibilities.	I
	Experience of integrated working.	I
	Supervision of classroom support staff.	I
Qualifications and training		
4 GCSEs Grade C+/4+ (or equivalent) including Maths and English.	Training in relevant learning strategies and specialist knowledge in a particular curriculum areas.	A/Q
NVQ Level 3 DfE recognised Teaching Assistant SEND Assistant, EYFS or Childcare qualification or higher qualification with relevant experience.	Further professional development in special educational needs.	A/Q/I
Good ICT skills and the proven ability to use them effectively to support learning.	Current Driving Licence. Willingness to undertake minibuss driver training. Willingness to undertake first aid and medication training.	A/I

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Essential	Desirable	Assessment
Skills and Key Criteria		
Able to work with minimal supervision.	Understanding of principles of child development and learning processes.	I/R
Able to relate well to children and adults and in particular able to establish positive relationships with pupils.		I/R
Able to respond positively and effectively to unexpected problems and situations.		I/R
Able to work constructively as part of a team and with a flexible approach to work.		I/R
Excellent communication and inter-personal skills.		I/R
Ability to maintain confidentiality.		I/R
Personal Attributes		
Experience of working in a team with a flexible approach.	Ability to work outside normal trust hours if the need arises.	I/R
Highly motivated showing resilience and reliability.		I/R
A positive attitude and commitment to equality.		I/R
Ability to manage change and meet competing deadlines.		I/R
Ability to travel to trust academy locations as required.		I
Equal Opportunities		
Should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the trust.		I
Safeguarding		
Commitment to the protection and safeguarding of children and young people.	Have an up to date knowledge of relevant legislation and guidance in relation to safer working practice for those staff working with children and young people in an education setting.	A/I

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