

Bath & Wells Multi Academy Trust

Job Title:	SEN Teaching Assistant
Reports To:	Headteacher/Deputy Headteacher

The Aim of The Bath & Wells Multi Academy Trust:

To ensure that every school within the Trust provides an outstanding education for every child, rooted in its distinctively Christian ethos.

Bath & Wells Multi Academy Trust Mission Statement: John 10:10 'That they may have life, life in all its fullness'

The Bath & Wells Multi Academy Trust's mission is to provide an education which is life enhancing for every child. We promise an experience which is lovingly inclusive to all pupils.

Job Purpose

Responsible for supervising the activities of pupils during the school teaching periods and the midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring, and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their personal, social, and moral development.

Typically, there will be some requirement to work with pupils, either individually or in groups, who have some special educational needs, learning difficulty, disability, or exhibit occasional behavioural problems. This may include pupils with a high learning ability ('gifted /talented'). This will require identified creativity and innovation to meet the needs of particular pupils and will involve dealing with physical disability, some emotional difficulties, occasional challenging behaviour, including aggression.

This post will occasionally require immediate decision making without reference to the teacher.

Main Responsibilities and Duties

To carry out the following activities under the broad direction of the teacher and/or SENCo:

Support to the pupil(s):

- Deliver and prepare learning support individually and in groups through a range of tasks.
- Develop, maintain, and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Supporting and directing literacy and numeracy tasks, clarifying, and explaining instructions and activities
- Focus support in areas needing improvement, both academically and socially and contribute to the assessment of pupil's progress.
- Support pupils to use ICT and other equipment to enhance learning
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- To provide support, care, and supervision of pupils within the classroom, within the school and



outside of the school.

- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support, and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Undertake activities with pupils of significantly varying abilities to ensure differentiation and access to curriculum.
- To support pupils with special educational needs presenting moderate challenges.

Support to the school:

- To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- To contribute to the process of school self-review.
- To liaise with parents and other professional agencies in support of pupils' needs.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To supervise pupils using cloakrooms, showers, and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- To supervise pupils in designated areas of the school during the midday break and to ensure their safety, welfare, continued development, and general conduct through appropriate application of the school's policies and procedures.
- To adhere to and execute school policy and procedure where appropriate
- Under the direction of the Headteacher/SENCo and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.

Support to the teacher:

- To assist in preparing and maintaining the learning environment to support teaching staff in the development of learning strategies.
- To assist in the development, monitoring, and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- To contribute to systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount, and display pupils' work.
- To assist teachers in timetabling of lessons and curriculum as required.

Support to the curriculum:

- To support the use of ICT in the classroom - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science, and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

Supervision and Management

Typically, there will supervision available from the classroom teacher on a daily basis and regularly



within the day. Additional support may be provided by the SENCo or a Higher-Level Teaching Assistant within the team. A classroom Teaching Assistant may be required to support the induction of other classroom Teaching Assistants.

Problem Solving and Creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (e.g. a reward system appropriate to an individual pupil).

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Key Contacts and Relationships

Contact with all staff in school to pass and receive information, advice, guidance, suggestions, and ideas.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil's particular needs.

Decision Making

Within the agreed school policies, guidelines, and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Resources

Books, stationery, writing equipment
ICT equipment

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

PERSON SPECIFICATION

Job Title:	SEN Teaching Assistant
Reporting To:	Headteacher/Deputy Headteacher

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • A minimum of 5 GCSE's grade A-C, including English and Maths. • Level 2 qualification relevant to the role of a Teaching Assistant. • Experience of working with children in an educational setting • A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers. • Experience of working with children with special educational needs. 	
Knowledge	<ul style="list-style-type: none"> • An understanding of pupils' individual targets. 	<ul style="list-style-type: none"> • Where appropriate the post holder may be required to develop a more specialised knowledge in specific curriculum areas • Background knowledge of the Curriculum and School's procedures and policies.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to use discretion • Excellent personal organisation skills • Ability to be firm where appropriate • A team worker • Good oral communication • Caring and compassionate to pupils needs 	
Work-related Personal Requirements	<ul style="list-style-type: none"> • Commitment to excellent educational standards • Patience • Flexibility • Ability to use a variety of interpersonal techniques to establish supportive relationships with pupils, parents, and carers. 	

I agreed that I have read the job description which is fair and accurate statement of the requirement of the position:

Job Holder: Date:

Line Manager: Date: