



**ROLE PROFILE  
SEN TEACHING ASSISTANT  
Grade G2**

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

**Key functions :**

**SUPPORT FOR PUPILS**

- Develop appropriate positive and supportive relationships with pupils
- Be aware of the differing needs of pupils
- Supervise 1-1 and provide specific support for pupils, taking into account their specific needs as outlined by external agencies through advice and reports e.g. paediatricians, occupational therapists, physiotherapists, speech and language therapists, Educational Psychologists, sensory visual impairment services, ASD support team, at all times ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Have high expectations which stretch, motivate and challenge pupils and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Liaise with the Inclusion Coordinator to provide regular, high quality feedback about pupil progress

**SUPPORT FOR THE TEACHER**

- In liaison with the teacher, use strategies to support pupils to achieve learning goals, adapting resources as and when necessary
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed, paying particular attention to those directly relating to their targets
- Establish constructive relationships with parents/carers

**SUPPORT FOR THE CURRICULUM**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil needs
- Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and 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

## **SUPPORT FOR THE SCHOOL**

- Undertake training and CPD as required
- Appreciate and support the role of colleagues and other professionals in external services and build constructive relationships with them
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time, as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for pupil/s under the supervision of the teacher
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Be punctual and professional at all times
- Maintain confidentiality
- Adhere to federation policies and regulations including those relating to employee conduct, equal opportunities, health and safety, safeguarding and child protection
- Undertake such other associated duties as may be required by the Headteacher or his/her designated nominee

**PERSON SPECIFICATION**

**JOB TITLE: TEACHING ASSISTANT**

**1. EDUCATIONAL ACHIEVEMENTS, QUALIFICATIONS AND TRAINING**

**Essential**

- Level two or equivalent, qualifications in Maths and English

**Desirable**

- Successful completion of a course of study in relation to child development or education e.g. N.V.Q. in Childcare and Education or equivalent
- A current first aid qualification

**2. EXPERIENCE**

**Essential**

- Experience of working in a school setting with pupils with special educational needs

**Desirable**

- Experience of working with a range of special educational needs
- Relevant training in special educational needs

**3. JOB RELATED KNOWLEDGE, APTITUDES AND SKILLS**

**Essential**

- Knowledge of child development
- The ability to communicate effectively both orally and in writing
- Good personal organisation e.g. time management
- Ability to work independently and as part of a team
- Ability to show initiative in a range of situations
- Ability to work with tact and diplomacy
- Ability to interact positively with pupils, parents and colleagues

**Desirable**

- Good I.C.T. skills
- Knowledge of the National Curriculum for relevant Key Stages
- Knowledge of one or more relevant community languages – Gujarati, Urdu, Farsi, Dari, Pashto, Arabic, Somali, Tamil, Romanian and Polish

**4. PERSONAL QUALITIES**

**Essential**

- Confidence, warmth, sensitivity, reliability, and enthusiasm.
- Ability to communicate effectively with children and young people.
- Good interpersonal skills.
- Flexibility to adapt to the changing needs of pupils and the federation
- Physical fitness to cope with the varying requirements of working with a range of pupils' special educational needs

**5. EQUAL OPPORTUNITIES**

**Essential**

- Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin.

*Heathland Whitefriars Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced Disclosure and Barring Service check*