London Colney Primary School

**JOB TITLE: Specialist Teaching Assistant to support a child GRADE: H2 with special educational needs/ behavioural difficulties**

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1. **PURPOSE OF THE JOB**

To assist in the support and inclusion of a child with Special Educational Needs/diverse learning needs within a mainstream school.

**2. MAIN AREAS OF RESPONSIBILITY**

**Supporting the pupil**

(i)To use specialist curricular knowledge or experience to support the child’s learning

(ii) To lead activities with the child as directed by the class teacher

(iii) Taking into account the learning support involved, to aid the child to learnas effectively as possible

both in group situations and on his own by, for example:

* Clarifying and explaining instructions
* Ensuring the child is able to use equipment and materials provided
* Motivating and encouraging the child as required
* Assisting in weaker areas, e.g. language, behaviours, reading, spelling, handwriting/presentation
* Helping the child to concentrate on and finish work set
* Meeting physical needs as required whilst encouraging independence
* Liaising with class teacher and SENCO about individual education plans (IEPs)
* Developing appropriate resources to support the child

(iv) To establish a supportive relationship with the child concerned

(v) To encourage acceptance and inclusion of the child

(vi) To develop methods of promoting/reinforcing the child’s self-esteem

(vii) To assist with tube feeding and nappy changing where necessary

**Supporting the teacher**

1. To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support
2. In conjunction with the class teacher and/or other professionals to develop a system of recording the child’s progress
3. To contribute to the maintenance of the child’s progress records
4. To participate in the evaluation of the support programme
5. To provide regular feedback about the child to the teacher

# Supporting the school

1. Where appropriate to develop a relationship to foster links between home and school
2. To liaise, advise and consult with other members of the team supporting the child when asked to do so
3. To contribute to reviews of the child’s progress, as appropriate
4. To attend relevant in-service training
5. To be aware of school procedures
6. To be aware of confidential issued linked to home/pupil/teacher/school work and to keep confidences appropriately
7. To attend professionals meetings as required

# Support for the Curriculum

1. To develop awareness of the requirements of the national curriculum
2. To support specific aims in lessons as planned and directed by the teacher
3. To develop awareness of the aims of the literacy and numeracy strategies relevant to the classes supported
4. To develop awareness of curriculum targets and support work towards them

3. **ORGANISATION CHART**

Headteacher

SENCO

Class Teacher

Teaching Assistant

4. **SUPERVISION**

To work under the supervision of the class teacher.

5. **JOB CONTEXT**

Working within mainstream school supporting a child with special educational needs.

Work will come in consultation with the class teacher and/or the Special Educational Needs Co-ordinator. The cycle will be daily, weekly, monthly and termly.

6. **CONTACTS**

Class teacher - joint planning and assessment

SENCO - joint planning and assessment

Parents - two way sharing of information

Speech Therapists and Educational Psychologists - liaison with and supporting their work

7. **KNOWLEDGE, EXPERIENCE AND TRAINING**

Communication skills, both written and oral

Interpersonal skills

Teaching skills

Curriculum knowledge and understanding

Special educational needs knowledge and understanding

Minimum level of qualifications: GCSEs in Maths and English at grade C or above (or equivalent qualifications).

8. **PROBLEMS AND DECISIONS**

Behaviour - implement school policy

Unexpected changes in working arrangements e.g. teacher/pupil absence - flexible approach to situation

Methods of teaching individuals and groups

Work to be undertaken

9. **ADDITIONAL INFORMATION**

Increasing expectation to engage in fuller professional development resulting from appraisal

Increasing expectation to be able to take independent decisions

To integrate into all areas of job accountability the actions and behaviours required to actively implement the school’s Equality Plan.

This job description will be reviewed at least annually as part of your Performance Appraisal programme.

London Colney Primary School actively encourages and supports the safeguarding and protection of all its pupils. This post is subject to enhanced DBS disclosure.