

Job Description



Job Title	Senior SEN Learning Support Assistant	Reporting to	SENDCo / Senior Leadership Team / Middle Leadership Team
Job Purpose	To work alongside the SENCO, supporting the SEN team and SEN pupils throughout school, who work in and beyond the classroom. You will be responsible for overseeing SEN work throughout the school and will be required to do some planning, monitoring and lead some targeted training. <i>(Professional standards for teaching assistants)</i>		
Liaising With (internal)	All staff, pupils and Governors.	Liaising With (external)	Parents, External Agencies
Supervising	To supervise other TAs who are working with the group	Contract	Hours: 32.5 per Week Salary: H4/ H5 dependent on experience
Key Responsibilities	<p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Support the work of the SENCO in raising standards for pupils with Special Educational Needs across the whole school and complete tasks required. • Understand specific learning needs and styles and provide adapted support to pupils individually and within a group • Under guidance of the SEND team and class teachers, plan learning activities/teaching programmes adjusting activities according to pupils' responses as appropriate. • Create resources to support learners with SEND under the guidance of the SENDCo for use in the intervention or for consolidation in home or in class. Delegate planning and resource making within the team. • Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes • Ensure planning links to the needs of the children and the targets with EHCPs and pupils individual plans. • Ensure students with EHCPs make progress through monitoring and evaluating progress over time. • Attend to pupils' personal needs such as help with social, welfare, toileting and health matters, reporting problems to the teacher as appropriate. • Consistently and effectively implement agreed behaviour management strategies. • Establish positive relationships with pupils, implementing strategies to support them in their learning and following up and assessing the impact of this support. • Supervise whole classes for short periods of time. <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Assess pupils, under the guidance of the SENDCo to inform the planning and identify gaps and complete appropriate paperwork. • With teachers, evaluate pupils' progress through a range of assessment activities relating to attainment and progress. • Contribute to assessments of children, as directed by the class teacher/SENDCo, and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children. • Monitor completion of assessments of SEND pupils • 		

Leadership

- Support colleagues within the SEND team to deliver interventions and provide support to students, ensuring high quality and consistency.
- Support and guide other TAs' work in the classroom and lead training for other teaching assistants.
- Act as 'mentor' to new or less experienced TAs.
- Contribute to the development of other support staff in line with the appraisal process and to actively lead and develop members of the TA team, on a daily basis, to ensure that high standards of support for children are consistently maintained.

Record keeping

- Input relevant information onto the Schools System.
- To maintain all appropriate written records as necessary and as directed.

Training

- Attend specific training as available and appropriate
- Attend relevant meetings including INSET
- Share specialist skills and knowledge in the area of Special Educational Needs through targeted training and guidance, as appropriate, to the SEN TA team members.

Working with colleagues

- Lead meetings with SEN TAs
- Report to the class teacher and SENDCo, creating a 'joined up' approach to the support of pupils with a variety of needs
- Liaise with the teacher and SENDCo regarding the progress of the pupils and report on impact.
- Liaise with the teacher to give new targets for the support plan based on the progress of the pupils worked with.
- Follow the advice of external advisors as appropriate and ensure that it is implemented consistently.
- Collaborate with staff across the school, sharing ideas and best practice.

Working with parents

- Liaise with parents ensuring a smooth transition in the morning and fostering links between home and school
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
- Meet with parents in school or at home when needed.

General

- To use initiative to identify gaps across the school and generate solutions.
- Maintain high standards in your own attendance and punctuality.
- Model good practice at all times whilst maintaining high levels of professional conduct.
- Good level of ICT skills, particularly word.
- To administer first aid as appropriate to level of training.
- Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff must make sure their approach is child-centred. This means that they must, at all times, do what is in the best interests of the child and follow the guidelines set out in 'Keeping Children Safe in Education'.

Compliance, Restrictions & Enablers	<p>Equalities: To be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop</p> <p>Health and Safety: To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to the appropriate person.</p> <p>Physical Effort: The job may involve manoeuvring children in line with school policy The job is likely to involve working at low level e.g. sitting on the floor, working at low tables. The job may involve the physical restraint of pupils.</p> <p>Disclosure and Barring Service: This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.</p>
Additional Information	<p><i>This role will be reviewed annually as part of the PMD process</i></p> <p><i>The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.</i></p>