**Key Information**

**Job role:** Teaching Assistant 2, SEN 1:1

**Responsible to:**  Headteacher, Leadership Team, and the Sovereign Trust Board of Directors

**Responsible for:** No line management responsibilities

**Salary:**  Band 4, SCP12-17, £21,589.00 - £23,836.00 pro-rata

**Actual Salary:**  £16,574.00 per annum

**Contract:** Fixed Term Contract– 12 months as this position is dependent on externally funding and pupil being enrolled

**Position Summary**

To work under the instruction and guidance of teaching and 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 within Manor College . Work may be carried out in the classroom or outside the main teaching area. The post holder will be required to supervise groups of pupils undertaking activities in non-teaching situations.

**SEN Pay Band**

TAs appointed to jobs carrying the SEN addition must be prepared to carry out duties that include:

* Dealing with complex behaviour/emotional needs
* Dealing with complex physical, care and personal needs, including lifting and handling
* Support complex sensory needs
* Attend appropriate in service training as required to address the complex needs of the pupils
* Communicate with parents/cares and other professionals around complex issues/needs
* Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions

**Support for Pupils**

* Supervise and provide particular support for pupils, in particular those with ASC / ASC and additional needs, ensuring their safety and access to learning activities.
* Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
* Establish constructive relationships with pupils and interact with them according to individual needs.
* Promote the inclusion and acceptance of all pupils.
* Encourage pupils to interact with others and engage in activities led by the teacher.
* Set challenging and demanding expectations and promote self-esteem and independence.
* Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

**Support for the Teachers**

* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
* Assist with the planning of learning activities.
* Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed.
* Provide detailed and regular feedback to teachers on pupil’s achievement, progress, problems etc.
* Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
* Establish constructive relationships with parents/carers.
* Administer routine tests and invigilate exams and undertake routine marking of pupils’ work.
* Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

**Support for the Curriculum**

* Undertake structured and agreed learning activities/teaching programmes/ speech and language support, adjusting activities according to pupil responses.
* Undertake programmes linked to the post 16 curriculum local , e.g. Independent Living, PSD, Employability, Functional Skills , 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**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Assist with the supervision of pupils in non-teaching times, including before and after school and at lunchtime.
* Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

**Training**

* There is an expectation that schools will arrange for TAs to have access to a range of training appropriate to their role.

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **Experience**  | * Working with or caring for children with an Autistic Spectrum Condition
 |
| **Examples of recommended qualifications, knowledge and training requirements**  | * Good numeracy/literacy skills.
* Completion of DfES Teacher Assistant Induction Programme.
* Participate in development and training opportunities.
* To have attended basic TA training at a college of further education (e.g. NCFE level 1 Training) and be working towards NVQ2 or similar qualifications (e.g. CACHE level 2).
* Knowledge of Functional Skills English and maths and a good overview of the Post 16 curriculum.
* Sound knowledge of Autism and Code of Practice for SEN.
* Sound knowledge of the causes and patterns of poor behaviour and strategies to address these.
* Sound knowledge of how children learn and how to create and maximize learning opportunities.
* To be able to work as part of a team and to have good inter-personal relationships.
* To be qualified to NVQ level 2 or working towards NVQ3.
* To have attended significant Inset relevant to job and to have become skilled in dealing with Autism though attending LEA and other providers of specialist training.
 |
| **Knowledge & Skills**  | * Appropriate knowledge of first aid.
* Use basic technology – computer, video, and photocopier.
* Ability to relate well to children and adults.
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
* To be aware of all school policies and procedures.
* Effective use of ICT to support learning.
* Understanding of relevant polices/codes of practice and awareness of relevant legislation.
* General understanding of the post 16 curriculum and other basic learning programmes/strategies.
* Basic understanding of child development and learning.
* Ability to self-evaluate learning needs and actively seek learning opportunities.
 |