

Teaching Assistant

SEN Teaching Assistants at Leigh Academies Trust provide specialist support and practical assistance to pupils with Special Educational Needs (SEN), ensuring their personal welfare and facilitating their access to a high-quality education. They play a vital role in developing and implementing effective SEN strategies and practices within the academy, creating a safe, inclusive, and nurturing learning environment where all pupils can thrive. SEN Teaching Assistants work collaboratively with teachers, the SENCO, therapists, and other staff to promote achievement, support individualised learning objectives, and monitor pupil progress.

Core Purpose

The core purpose of the SEN Teaching Assistant is to provide targeted support and specialist assistance to pupils with a variety of Special Educational Needs, both within the classroom and in the Inclusion base. They utilise a wide range of strategies and methods to support pupils' learning, which may include providing personal care and supporting medical needs. SEN Teaching Assistants contribute to the development and implementation of Individual Education Programmes (IEPs), adapt learning materials, monitor pupil progress, and provide detailed feedback to teachers. They are committed to promoting inclusion, safeguarding pupil welfare, and upholding the academy's values.

Key Areas of Responsibility

1. Supporting Pupils' Learning

- Work with individual pupils and groups of pupils with a variety of Special Educational Needs, both in class and in the Inclusion base, to enable them to access the curriculum.
- Support pupils' learning needs using a wide range of specialist strategies and methods, which may include personal care (if applicable) and supporting medical needs.
- Contribute to the Individual Education Programme (IEP) and Annual Review of the supported pupil(s) as appropriate, and apply specific strategies as outlined in reviews and assessments.
- Liaise and work collaboratively with teachers, the SENCO, therapists, and other school staff in the preparation, differentiation, and adaptation of plans and materials.
- Prepare and adapt materials used in class to ensure that they are accessible to pupils with Special Educational Needs, using appropriate assistive technologies and resources.

2. Supporting the Academy Community

- Monitor identified pupils in lessons and provide detailed and accurate feedback to teachers on participation, progress towards IEP targets, and any barriers to learning.
- Complete half-termly reports on pupils' progress towards IEP targets and update pupil passports and other relevant documentation throughout the year.

3. Supporting Inclusion and Access

- Have due regard to the Health & Safety at Work legislation in carrying out all aspects of the post, including risk assessments and manual handling procedures, particularly in relation to pupils with physical disabilities.
- Promote the Academy's Equal Opportunities and Inclusion policy in all areas of the post, ensuring that pupils with SEN are fully included in all aspects of school life.
- Form and maintain appropriate relationships and personal boundaries with children and young people, safeguarding and promoting their welfare, with a particular focus on the vulnerability of pupils with SEN.

4. Promoting Wellbeing and Safety

- Take responsibility for personal professional development.
- Participate in the academy's professional development programme as appropriate.
- Engage actively in the Performance Management Review process.
- Evaluate personal performance through self-evaluation and learn from effective practice and evidence.

5. Professional Development

- Take responsibility for personal professional development.
- Participate in the academy's professional development programme as appropriate, including SEN-specific training.
- Engage actively in the Performance Management Review process.
- Evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence.

6. Professional Values and Practice

- Support the academy's responsibility to provide and monitor opportunities for the personal and academic growth of pupils, with a focus on ensuring that pupils with SEN make progress and achieve their individual goals.
- Provide a role model through personal and professional conduct, demonstrating a commitment to inclusion and respect for diversity.
- Work as a member of designated teams, including class teams, support teams, and multi-agency teams, and contribute positively to effective working relations within the academy.
- Be proficient in the application of literacy, numeracy and ICT, and use these skills to support pupils with SEN in accessing the curriculum.
- Safeguard the health and safety of all pupils both on the academy premises and when engaged in authorised academy activities elsewhere.
- Contribute to the effective running of the academy, including supporting SEN policy development and implementation.

Person Specification – SEN Teaching Assistant

This section outlines the essential and desirable attributes for the Teaching Assistant role:

Qualifications and Training

Essential:

- Educated to GCSE level standard or equivalent (English and Maths A*-C grade or equivalent).

Desirable:

- Additional qualifications relevant to education or childcare.
- Specialised training in SEN, such as qualifications or certifications related to specific areas like Autism Spectrum Disorder (ASD), speech and language difficulties, or sensory impairments

Experience

Essential:

- Experience of working with children or young people, preferably with experience supporting those with additional needs.

Desirable:

- Experience in a similar role or school setting supporting students with SEN, providing a proven track record of effectively supporting teaching and learning within an educational context.
- Experience in implementing specific interventions or support programmes for pupils with SEN, showcasing the ability to deliver targeted support and track progress.
- Experience of collaborating with multi-agency teams, such as therapists, educational psychologists, and social workers.

Knowledge and Understanding

Essential:

- Basic knowledge of Special Educational Needs and Disabilities (SEND) and other barriers to learning, including ASD, Visual Impairments, Physical Disabilities, and Mental Health.
- Understanding of the importance of safeguarding and child protection.

- Knowledge of basic behaviour management strategies. Detailed knowledge and understanding of a range of Special Educational Needs and disabilities, including common conditions such as ASD, ADHD, dyslexia, and dyspraxia, as well as an awareness of social, emotional, and mental health needs.
- Knowledge of relevant SEN legislation and guidance, particularly the SEND Code of Practice, ensuring awareness of legal frameworks and best practice principles in supporting pupils with SEN.
- Knowledge of a range of effective SEN support strategies and interventions, demonstrating an understanding of different approaches to meet individual needs and promote inclusive practice.

Desirable:

- Knowledge of specific therapeutic interventions or approaches, such as speech and language therapy techniques or sensory integration strategies, enhancing the ability to provide specialised support.
- Basic knowledge of first aid procedures, enabling the post-holder to respond to medical emergencies and ensure the safety and wellbeing of pupils.
- Understanding of assistive technologies and their use in supporting pupils with SEN, demonstrating an ability to utilise tools and resources to enhance access to learning.

Skills and Abilities

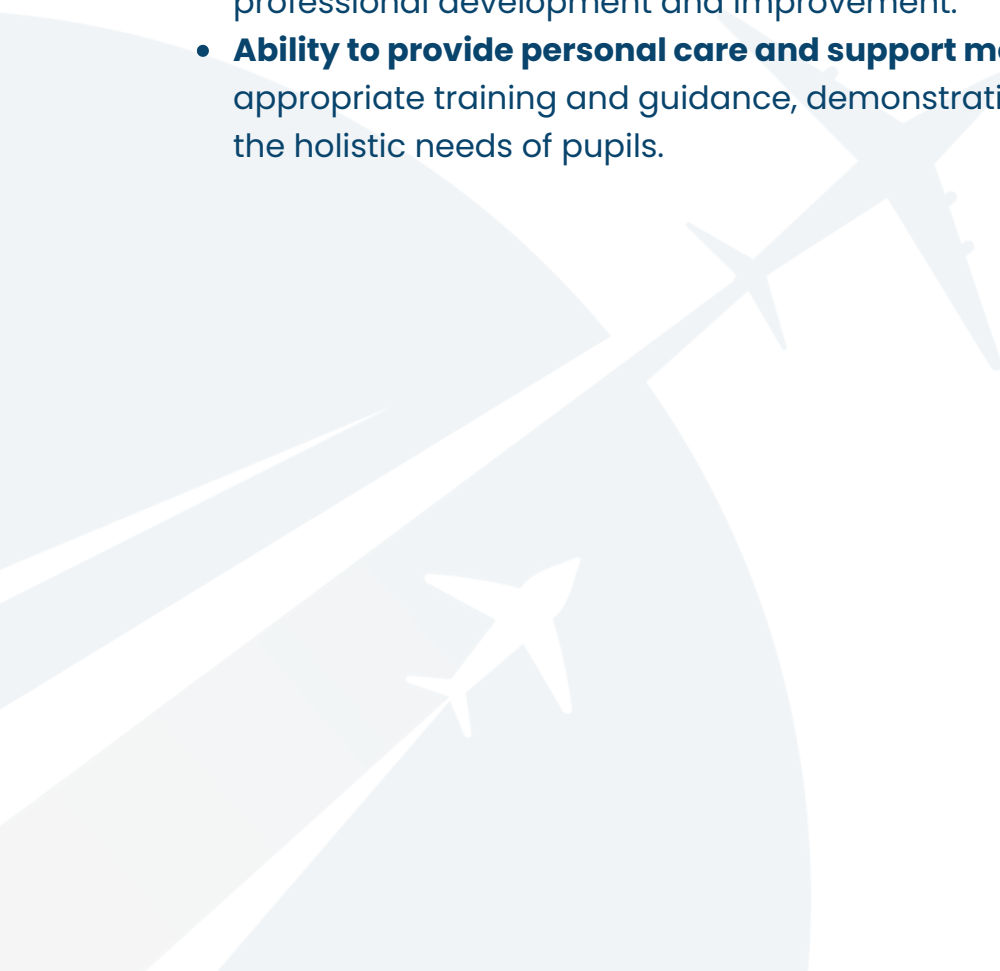
Essential:

- **Strong teamwork and collaboration skills**, with the ability to work effectively with teachers, SENCO, and other colleagues to support pupil learning and contribute to a positive team environment.
- **Excellent communication and interpersonal skills**, enabling the post-holder to build positive relationships with pupils, colleagues, and parents, and to communicate clearly and sensitively.
- **Effective written and oral communication skills**, ensuring accurate record-keeping, clear communication with staff, and the ability to provide constructive feedback to pupils.
- **Effective listening skills**, demonstrating the ability to understand and respond to the needs of pupils and colleagues with empathy, patience, and understanding.

- **Ability to adapt communication to suit different audiences**, tailoring language and communication style to the age, needs, and abilities of individual pupils, including those with communication difficulties.
- **Ability to follow instructions and implement plans**, adhering to guidance from teachers and other professionals to ensure consistency and effectiveness in supporting learning activities.
- **Strong organisational skills**, enabling the post-holder to manage their time effectively, prioritise tasks, maintain accurate records, and contribute to the efficient running of the classroom.
- **Ability to use initiative and problem-solve**, proactively identifying and addressing needs within the classroom and taking responsibility for assigned tasks.

Desirable:

- **ICT skills**, allowing for the effective use of technology to support learning, create resources, and manage data, enhancing engagement and accessibility for pupils.
- **Ability to reflect on practice** and contribute to the development of SEN provision within the academy, demonstrating a commitment to continuous professional development and improvement.
- **Ability to provide personal care and support medical needs**, with appropriate training and guidance, demonstrating a willingness to support the holistic needs of pupils.



Personal Qualities and Attributes

The successful Teaching Assistant will be a **highly motivated** and **enthusiastic** individual with a genuine passion for supporting the development and progress of all pupils. They will demonstrate a **strong commitment to creating a positive and inclusive learning environment** where every child feels valued and supported. Possessing a **collaborative spirit** and **excellent interpersonal skills**, they will **build strong, respectful relationships** with pupils, colleagues, and parents, fostering **effective communication and teamwork**. The Teaching Assistant will be **reflective and adaptable**, demonstrating a **willingness to learn from experience, embrace new challenges**, and adjust their approach to meet the diverse needs of pupils. They will be **patient, resilient**, and **possess a calm and positive demeanor**, enabling them to effectively **manage challenging situations** and **provide consistent support**. Furthermore, they will uphold the highest standards of professionalism, demonstrating **integrity, empathy**, and a **dedication** to safeguarding the wellbeing of every child.

Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

