

Job Description



Job Title	Senior SEN Learning Support Assistant	Reporting to	SENDCo / Senior Leadership Team / Middle Leadership Team
Job Purpose	To work with teachers as part of a professional team to support teaching and learning for SEN pupils. To lead other TAs providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities. (Professional standards for teaching assistants)		
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: 34.5 per Week (Fixed Term – until 21 st July 2027 with possible extension) Salary: H4 (dependent on experience)
Key Responsibilities	<p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Lead the day for a small group of children, managing the other adults, ensuring all are clear of their roles and responsibilities. • Under guidance of the SEND team and class teachers, plan learning activities/teaching programmes for a group of pupils, adjusting activities according to pupils' responses as appropriate. • Ensure planning links to the needs of the children and the targets with EHCPs and ADPRs and current assessments • Demonstrate an informed and efficient approach to SEND support by adopting relevant strategies to ensure targeted students make progress. • Understand specific learning needs of the children and provide adapted support to pupils individually and within a group • Create resources to support learners with SEND in the group e.g. Flash Cards, Visuals, Busy Boxes, Now/Next boards, communication books etc. • Delegate leading and resourcing given activities within the week to the team and support where necessary. • Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes. • Attend to pupils' personal needs such as help with social, welfare, toileting and health matters, reporting problems to the teacher/SENDCo as appropriate. • Establish positive relationships with pupils, implementing strategies to support them in their learning and following up and assessing the impact of this support. • Consistently and effectively use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others. • Model good practice at all times whilst maintaining high levels of professional conduct. <p><u>Assessment</u></p> <ul style="list-style-type: none"> • 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. • Use assessment activities to inform the planning and identify gaps and complete appropriate paperwork, relating to attainment and progress. 		

- Take an active role in assessing and analysing progress data as well as participating in pupil progress meetings and contributing to learning plans APDR cycles.

Record keeping

- Maintain all appropriate records as necessary and as directed, including inputting information onto the Schools Information Management Systems, eg CPOMs regarding the assessments, events and provisions for the pupils they are working with.
- Keep planning and attendance records.
- Work with the SEND team to support the process for writing ADPRs and EHCPs

Leadership

- Lead other support staff in creating a positive learning environment with high quality support for children with SEND.
- Support colleagues within the learning support team to deliver the planned curriculum and provide appropriate support to students, ensuring high quality and consistency and appropriate delegation.
- Contribute to the development of other support staff through 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.
- Lead regular team meetings alongside the SEND team.
- Ensure all staff in the team are following school's policies and procedures, including around safeguarding.

Training

- Attend specific intervention training, including INSET, as available and appropriate
- Work with the SENCO team to identify training needs, plan and lead training for other teaching assistants.
- Actively support the induction process for new TAs in the team

Working with colleagues

- Report to the class teacher and SENDCo, creating a 'joined up' approach to the support of pupils with a variety of needs including learning, behavioural, communication, social, sensory or physical difficulties and medical 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.

General

- Maintain high standards in your own attendance and punctuality.
- 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'.

<p>Compliance, Restrictions & Enablers</p>	<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 lifting children after falls or accidents. 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>
<p>Additional Information</p>	<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>