

**Special Educational Needs Teaching Assistant**  
**Grade: H3**

**Main purpose**

To work with teachers as part of a professional team to support teaching and learning for SEND pupils. Providing specialist assistance 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. The primary focus is to work with individuals and groups delivering specified work/interventions under the direction and supervision of a qualified teacher.

**Key responsibilities**

1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEND
2. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/ care professional
4. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
5. Select and adapt appropriate resources/ methods to facilitate agreed learning activities
6. Be involved in planning, organising and implementing individual development plans for pupils (such as Learning Plans), including attendance at, and contribution to, reviews
7. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters
8. Recording incidents and observations on CPOMS
9. Escort and supervise pupils on educational and out of school activities
10. Work with pupils not working to normal timetable
11. Supervise individuals and groups of pupils throughout the day, including facilitating games and activities (classroom, playground and dining areas)

Additional Support Needs Assistants at this level may also undertake some or all of the following:

1. Take the lead in inducting pupils into specialist units, classes or schools for pupils with special educational needs
2. Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues
3. Establish and maintain relationships with families and carers and other adults, e.g., speech therapists
4. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment
5. Support the development/ oversee the work of other support staff
6. Be responsible for the preparation, maintenance and control of stocks of materials and resources
7. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training

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.

## **Job Context**

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils
- Works under the direction of a teacher. Supports learning by selecting suitable activities/ methods for learning activities
- Contributes to planning and development of learning activities with teachers and responds to activity-related problems without referral to teachers
- May be involved in planning, organising and developing Individual development plans for pupils (such as Individual educational plans)

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## **Knowledge, Skills & Abilities**

- Skills and knowledge in providing specialist support to pupils
- Requires knowledge and procedures for developing and delivering learning activities for pupils with additional special needs, including adapting activities according to pupil responses
- Knowledge and skills equivalent to the core and optional NOS in Supporting teaching and learning that underpin National Qualifications at level 3, including knowledge of a specialist aspect of supporting learning and teaching or equivalent experience
- Requires interpretive skills and is involved in short- term planning of activities
- Developed skills for communicating with pupils, including those with additional needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/ carers, and other agencies
- Use of highly specialised equipment requiring considerable precision e.g., use of hoists
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety

## **Supervision**

- Works under the direction of the teacher
- Makes decisions about own work supporting pupils; more complex decisions referred to senior staff
- Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility
- May demonstrate own duties to new or less experienced staff

## **Problems, Demands & Decisions**

- Working with individuals or small groups of pupils where work is regularly interrupted although this does not normally require switching from one activity to another
- Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management, or through working with pupils with severe disabilities or extreme behavioural issues

## **Dimensions**

- May handle small amounts of cash for example, when accompanying pupils on school trips
- May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning
- Responsible for the careful and safe use of equipment, standard IT equipment
- Responsible for maintaining confidential pupil records
- May be responsible for selecting and/or ordering supplies, under direction and in liaison with the business and administration function

### **Physical Effort**

- Usually requires short periods of greater physical effort, such as manoeuvring pupils where necessary or assisting in physical activities
- When working with pupils with severe physical disabilities or behaviour issues may require regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues
- Assembly and clearing away of equipment; keyboard skills; & mobility aids

### **Working Environment**

- Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions
- Regularly attending to the personal needs of pupils with special needs