

**Job Description and Person Specification
One-to-One Teaching Assistant (SEND Specialist)**

Role and Context	
Job Title	One-to-One Teaching Assistant (SEND Specialist)
Salary Grade	Scale D
Job Type	[27.5] hours per week Term time plus 1 week Fixed Term
Reports to	Head of Quality Assurance Inclusion
Effective Date	September 2021
Team	Inclusion
Job Purpose	<p>The post holder will work under the instruction/direction of qualified teaching staff and senior management to support the delivery of quality learning and teaching of an assigned individual pupil with complex needs and/or disabilities. They will provide support to teachers in the learning and personal development of the assigned individual pupil, to enable them to make best use of the educational opportunities available to them.</p> <p>The post holder will encourage the participation of the pupil in the social and academic processes of the school, and enable that pupil to become a more independent learner. They will undertake work/care/support programmes to enable access to learning for the pupil and to assist the teacher in the management of the pupil in the classroom.</p>
Other Information	<p>You will be required to meet the individual needs of the pupil which may include intimate care.</p> <p>This is a Trust post and you may be required to work across the schools in the HEART Education Trust.</p> <p>The pupil you are assigned to may vary depending on business need.</p>
Principal Accountabilities	
<p>1. To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:</p> <ul style="list-style-type: none"> • Clarifying and explaining instructions; • Ensuring the pupil is able to use equipment and materials provided; • Motivating and encouraging the pupil(s) as required by providing levels of 	

- individual attention, reassurance and help with learning tasks as appropriate to pupils' needs;
- Assisting the pupil in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc;
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task;
 - Liaising with class teacher, Inclusion Team and other professionals about Education and Health Care Plans (EHCP), contributing to the planning and delivery as appropriate;
 - Providing additional nurture to individuals when requested by the class teacher;
 - Consistently and effectively implementing agreed behaviour management strategies;
 - Helping to make appropriate resources to support the pupil;
 - Supporting differentiation and feedback to class teacher;
2. To establish supportive relationships with the assigned pupil;
 3. To use your professional judgement and experience to develop knowledge and understanding of the specific academic, physical and emotional/behavioural/medical needs of the child and respond to them effectively;
 4. To promote the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner;
 5. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes;
 6. To support class teachers to design, create and produce learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the child in using them;
 7. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem;
 8. To support the pupil in developing social skills both in and out of the Classroom;
 9. To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker 6);
 10. To provide welfare support to the child, including administering First Aid (dependent on training) and attending to personal hygiene and identified medical needs as required;
 11. To provide regular feedback on the pupil's learning and behaviour to the teacher and Inclusion Team, including feedback on the effectiveness of the behaviour strategies adopted;
 12. To log all incidents of the pupil's behaviour through the school's behaviour management system;
 13. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development;

14. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance;
15. To know and apply school policies on Child Protection, Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc;
16. To be aware of confidential issues linked to home/pupil/teacher/school;
17. To contribute towards reviews of the pupil's progress as appropriate;
18. To be willing to support playground/break time/lunchtime supervision
19. To accompany teacher and pupils on educational visits
20. Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
21. Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times;
22. Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
23. Contribute to the overall ethos, work and aims of the school;
24. Maintain good relationships with colleagues and work together as a team.
25. Appreciate and support the role of other professionals;
26. To attend morning briefings, staff meetings and parents evenings as required;
27. To undertake additional training as required in order to fulfil the role and to develop skills to meet the individual needs of the pupil;

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Level 3 qualification in Supporting Teaching and Learning • Qualifications in specific special educational needs relevant to the individual pupil 	<ul style="list-style-type: none"> • Minimum of GCSE Grade C or higher (or equivalent) in English and Mathematics • SLCN training/qualifications • Autism training/qualifications • Level 3 Paediatric First Aid
Experience	<ul style="list-style-type: none"> • Previous experience of working with children with high level and complex special educational needs • Previous experience of working as a specialist one-to-one SEND Teaching Assistant 	<ul style="list-style-type: none"> • Previous experience of working with children with SEND/Speech, Language and Communication Needs • Previous experience of delivering SLCN/PECS interventions • Experience of working with pupils with Autism



Skills/Knowledge	<ul style="list-style-type: none">• Good spoken and written English• Numeracy and literacy skills• Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.• Good influencing skills to encourage pupils to interact with others and be socially responsible.• Ability to work under the direction of the class teacher but also to work independently and use initiative appropriately.• Personal care skills including openness to supporting dressing and toileting needs	<ul style="list-style-type: none">• Knowledge of SEND, e.g. ADHD, Autistic Spectrum, Speech and Language needs or similar• Knowledge of specific SLCN assessments and interventions• Training in appropriate challenging behaviour support (such as Team Teach, Norfolk STEPS, IKON)
General Information		
<p>All work performed/duties undertaken must be carried out in accordance with the Trust's policies and procedures, within legislation, and with regard to the needs of our stakeholders and the community we serve.</p> <p>Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the role, as requested by management.</p> <p>This job description is subject to regular review.</p>		