

TITLE OF POST:	SEN Higher Level Teaching Assistant (Inclusion)
GRADE:	Scale 5 – 6 (depending on experience)
DATE OF APPOINTMENT:	As soon as possible
LINE MANAGER:	Assistant Head/SENCo
HOURS:	36 hours per week, term-time only (plus 5 training days & including inset), permanent role

PURPOSE OF ROLE

Lead teaching for a small group of children with SEND. Monitoring and assessing, recording and reporting on pupils' achievement, progress and development. Working with the SENCo to: plan, prepare and delivering learning activities for individuals/groups for our most vulnerable pupils with the most complex needs.

JOB DESCRIPTION**Key responsibilities:**

- Providing pupils with a calm environment and supporting pupils to regulate
- Being a trusted adult for pupils who require a secure attachment for pupils to develop their independence in their ability to attend lessons
- Running interventions such as Attention Hillingdon, Zones of Regulation
- Providing a calm environment for pupils to independently work/with support
- Work with the SENCo to coordinate provision for a group of SEND children, primarily those with EHC plans.
- Being a point of contact for families/carers of pupils in the alternative provision space
- Support the SENCo in the implementation and review of IEPs and planning to meet the needs of identified children
- Working alongside SEN Teaching Assistant(s) and deploying them within the SEN room effectively.
- Identify pupils who may require ongoing referrals to external professionals such as Educational Psychologist, Speech and Language, Occupational Therapy etc.
- Ensure that all programmes/therapies are being carried out effectively set out by outside agencies (e.g. Occupational Therapy, Speech Therapy, etc.)

Teaching and Learning:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the SENCo and increase achievement of all those with special educational needs and disabilities (SEND).
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures, but which also follow proven effective approaches as detailed in the individual pupil's EHCPs.
- Support SEN TA (s) with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment, including attending morning and after school meetings.
- Observe and record learning through observations and learning stories.

- Undertake any other relevant duties given by the SENCo/SEN teacher.
- Support the pupils with any emotional responses or issues that may have arisen during the course of the day and ensure they are resolved. Where necessary, undertake prompt communication home that same day to explain any issues and to create a collaborative action plan.

Planning:

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning (including preparation of resources)

Support for Pupils:

- Attend to children's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with children, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of children.
- Encourage children to interact with others and engage in activities led by the teacher.
- Encourage children to act independently as appropriate
- Clarify and explain instructions to children.
- Develop appropriate resources to support children
- Encourage constructive play in the playground
- Be able to implement specialised programmes, for example Occupational Therapy and Speech and Language programmes.

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person where appropriate.
- Be aware of and support difference and ensure all children have access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of children.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out-of-school learning activities with guidelines established by the school.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the SENCo/SEN teacher.
- Communicate their knowledge and understanding of the pupil to other school staff and education, health and social care professionals, so that informed decision making can take

place on intervention and provision

- Work closely with providers of Speech and Language Therapy and Occupational Therapy etc. to devise and deliver appropriate programmes of support, which may include supporting and upskilling other staff members to ensure consistency of approach.
- Understand their role in order to be able to work collaboratively with the SENCo and other colleagues, including specialist advisory teachers
- Develop effective professional relationships with colleagues
- Undertake induction training/mentoring for other Teaching Assistants as needed

PERSON SPECIFICATION

Qualifications and Experience:

Qualification in English/Literacy and Mathematics/Numeracy to at least Level 2 of the National Qualifications Framework.
 Preferably HLTA qualification or working towards HLTA status.
 Training in relevant learning strategies e.g. Phonics
 Specialist skills/training in the primary curriculum
 Recent experience of working with primary age children with SEND within a KS1 and/or KS2 learning environment.
 Up to date knowledge of primary curriculum and assessment

Professional Values & Practice:

Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
 Able to build and maintain successful relationships with children, treating them equitably with respect and consideration.
 Demonstrate a commitment and ability to raise educational achievement to all pupils and to promote positive values, attitudes and behaviour.
 Understand the roles of parents and carers in children's learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.
 Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line managers.

Knowledge and Understanding:

Demonstrate sufficient understanding to support children's learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
 Demonstrate familiarity with the Primary National Curriculum, the age related expectations of children from EYFS-KS2, the main teaching methods and the testing/ assessment frameworks across EYFS to KS2.
 Able to understand and recognise desired outcomes of lesson plans.
 Understand the key factors that can affect student learning.
 Aware of the statutory frameworks relevant to the role.
 Understand the legal definition of Special Educational Needs and disabilities (SEND) and be familiar with guidance about meeting SEND.
 Understand a range of strategies appropriate to Primary age children to establish an effective learning environment and promote positive behaviour and attitudes to learning.