



TA with SEND responsibilities job description

Abbey Park Middle School Job description form

Employment details

Job title:	TA with SEND responsibilities
Reports to (job title):	Senco and Executive Headteacher
Hours of work:	30 hours per week
Level and scale point:	TA 2, Scale Point

Main duties and responsibilities

Legislation and statutory guidance

Have a sound understanding of how relevant legislation and statutory guidance, including the SEND Code of Practice, impacts the role.

Policies and documents

Have due regard for the school's:

- SEND Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy
- Health and Safety Policy

General TA duties

Develop a secure knowledge of the learning support needs of individual pupils.

For the pupils being supported:

- Aid their learning as effectively as possible.
- Clarify and explain instructions.
- Ensure they are able to use any equipment and materials provided.
- Assist them with their challenges, such as language, behaviour and social skills.
- Help them to concentrate on and finish work set for them.
- Meet physical needs as required when encouraging independence.

- Assist with the development and implementation of EHC plans.

Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Support the use of IT and computing in learning activities, and develop pupils' competence and independence in its use.

Assist with the preparation and maintenance of school equipment and resources required to meet lesson plans or other relevant learning activities to support the delivery of an enriched curriculum.

Assist with school events, trips and activities.

Communication and coordination

Work closely with class teachers, other TAs and the SENCO to close the attainment gap between individual pupils, and groups of pupils, and their peers.

Assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions.

Contribute towards pupils' annual reviews and report on the effectiveness of the interventions in place.

Assist in arranging extra time and access arrangements, as appropriate, where external examinations or tests are administered.

Liaise with the SENCO regularly to review the progress of individual pupils with SEND and the overall SEND provision in the school.

Be responsible for the coordination and provision of interventions for named pupils or groups of pupils.

Provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their personal best.

Assist with assessments, evaluate the impact of the interventions and plan next steps for individuals and groups of pupils.

Be responsible for the production and maintenance of provision maps detailing all interventions provided by the school for named pupils and groups of pupils.

Training and knowledge

Be familiar with interventions relating to both SEND and behaviour.

Be knowledgeable about the four areas of the SEND Code of Practice: cognition and learning, sensory and physical needs, communication and interaction, and social, emotional and mental health.

Remain up-to-date with personal training and new initiatives.

Be responsible for disseminating training to other TAs and teachers as appropriate.

Act as a point of contact for other professionals, such as autism experts, speech and language therapists, specialist leaders of education and parents, as appropriate.

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a GCSE 'C' in Maths and English • Be willing to undertake additional training. 	<ul style="list-style-type: none"> • Have undertaken safeguarding training. • Have a recognised qualification in SEND practice.
Experience	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Experience of working with pupils with SEND. • Experience of handling confidential and sensitive information. • Experience of communicating to all levels of management. • Experience of working in an educational environment. 	<ul style="list-style-type: none"> • Experience with pupils with Severe learning difficulties (SLDs). • Experience with pupils with autism. • Experience with working on a one-to-one basis with pupils.
Knowledge and skills	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Knowledge of areas of legislation relevant to SEND. • The ability to interpret legislation and statutory guidance relating to SEND practice. • Excellent communication skills. • The ability to think ahead and draw up schedules of review, and to follow these up as necessary. • Excellent organisational skills. • The ability to remain calm under pressure. • Excellent time management skills. • The ability to work with pupils in a professional manner. • The ability to be proactive in seeking solutions. • The ability to maintain confidentiality. • Effective problem-solving skills. • Excellent written and verbal communication skills at all levels. 	
Personal qualities	<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Able to work independently but also as part of a team. • Professional. • Conscientious. • Dedicated to their practice. • Reliable. • Resilient 	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • The capacity to work flexibly. • An enhanced DBS check.