



St. Luke's Primary School
Teaching Assistant to support pupils with Special Educational Needs (Level 2)

Job purpose	<ul style="list-style-type: none"> To work under the guidance of the SENCo to assist in the support and inclusion of pupils with Special Educational Needs through the implementation of agreed work programmes with individuals with Special Educational Needs.
Condition of Appointment:	<ul style="list-style-type: none"> NJC for Local Government Services, Grade 3
Qualifications / Training:	<ul style="list-style-type: none"> Very good numeracy and literacy skills NVQ 2 for Teaching Assistants or equivalent qualifications or experience Training in the relevant learning strategies First Aid training / qualification Driving Licence would be an advantage
Experience	<ul style="list-style-type: none"> Working with children of relevant age Working with children with Special Educational Needs
To whom the postholder reports	<p>The postholder is responsible to the:</p> <ul style="list-style-type: none"> School SENCo
Duties and responsibilities specific to the post	<p>Support for the Pupils</p> <ul style="list-style-type: none"> Develop a knowledge of a range of learning support needs Develop an understanding of the specific needs of pupil(s) to be supported Aid the pupil(s) to learn as effectively as possible both in group situations and individually, inside and outside of the classroom. Establish a supportive relationship with the pupil(s) concerned Manage pupils as advised by the School SENCo and classteachers Use methods of promoting/reinforcing the pupils' self esteem Ensure the safety of the pupils while in your care Carry out any specific duties as outlined in the pupils' Individual Educational Plan (IEP) or Provision Map <p>Support for the School (School SENCO and Class teachers)</p> <ul style="list-style-type: none"> Working under the supervision of the SENCo, develop and implement suitable programmes of support for pupils with Statement of Special Educational Needs Maintain the school system of recording and monitoring of pupils' progress and carry out analysis of progress data Provide feedback about pupils' difficulties and/or progress to the School SENCo and class teachers Write reports and attend meetings about the pupil/s' progress for Area SENCo, School SENCo, MAST Participate in the evaluation of the support programme with the School SENCo and Class teachers Help adapt / find differentiated materials to enable pupils to access the curriculum Liaise, advise and consult with other members of the SEN / MAST team Contribute to Annual Review and MAST meetings, as appropriate Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. Contribute to the overall ethos/work/aims of the school. Appreciate and support the role of other professionals. Attend and participate in relevant meetings as required.

	<ul style="list-style-type: none"> • Participate in training and other learning activities and performance development as required. • Undertake planned supervision of pupils out of school hours learning activities. • Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Effective use of ICT and other specialist equipment/resources. • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Working knowledge of national/foundation stage curriculum and other basic learning programmes and strategies • Understanding of principles of child development and learning processes • Ability to relate well to children and adults • Work constructively as part of a team, understanding school roles and responsibilities and your own position with these • Ability to self-evaluate learning needs and actively seek learning opportunities • Organisational skills and flexibility