

Job Description- SEND Teaching & Learning Assistant

Post Title	Teaching and Learning Assistant
Salary Grade	N5
Job Evaluation Code	EE380
Reporting To	Curriculum Manager/ Higher Level Support Assistant
Line Management of	N/A

Job Purpose (including main duties and responsibilities)

- To provide classroom support to pupils through whole group, individual and small group work in close collaboration with teachers, other school staff and supporting professionals.

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General:

- Supporting the teacher in the general management of the classroom.
- Carry out learning activities, as planned and directed by the teacher, with whole group, identified individuals or small groups of pupils.
- Provide clerical and administrative support, e.g. making resources, marking work, stocktaking of all resources, reviewing learning targets etc. under the direction of the class teacher
- Supervising and interacting with individuals or groups of pupils alone and supporting general activities within the classroom, such as modelling engagement and appropriate play

Classroom Organisation

- To be responsible for classroom organisation, classroom maintenance and care of resources to create a safe, purposeful and attractive learning environment.
- Assisting in the preparation and maintenance of books, apparatus and equipment.
- Preparing pupils' work for display in the classroom and around the school.
- Demonstrating creativity in assisting with the practical resourcing of the classroom.

Pupil Support

December 2024

- Carry out learning activities and working with pupils directly on curriculum related tasks under the direction of the teacher, and supporting pupils to access specialist curriculum activities such as swimming, rebound therapy and horse riding
- Contributing to the delivery of all aspects of the curriculum and support for pupils, including assessment, recording and reporting procedures and the maintenance of Individual Progress Plans (IPPs), including the preparation of reports under the guidance of a designated teacher.
- Giving relevant feedback to the teacher regarding the academic achievement, social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- Contributing to monitoring and evaluating the learning environment provided for the pupils in their care and, in liaison with senior members of staff, using this evaluation to help make necessary changes and developments within the classroom.
- Taking an active role in liaising with external agencies, preparing reports and contributing to reviews where required, under the guidance of the class teacher
- Completing compliance activities and following school policies and other key documentation, to keep self updated with school and curriculum changes

Specialist Skills

- Providing classroom support to pupils with special educational needs (autism) and complex learning difficulties
- Follow school communication systems and facilitating communication opportunities for pupils as required
- Working with speech and language therapists and other professionals to plan and deliver agreed programmes.
- Meeting the personal and intimate care needs of pupils, in line with intimate care policy.
- Accompanying pupils on educational visits and other extra-curricular activities

Welfare and Other Duties

- As directed by the Curriculum Managers or class teachers, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- Supervise pupils to ensure their safety during lessons, transitions, lunch times, break periods and at all other points in the day
- Providing general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This will include implementing relationship support plans, responding to incidents relating to behaviours of concern, attending to sick or injured pupils.
- Administer medication to pupils in accordance with the school's policy and procedures (only where the post holder has agreed to be the named volunteer for this task and has been appropriately trained)
- Modelling the school and Trust values of Kindness, Integrity, Aspiration and Resilience at all times, whilst actively promoting equal opportunities and anti-discrimination policies

December 2024

Special Responsibilities

- Support with organisation, developing and resourcing of a curriculum area.
- The postholder will have responsibility for promoting and safeguarding the welfare of children and young persons he/she is responsible for, or comes into contact with.

General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

December 2024



PERSON SPECIFICATION – Teaching and Learning Assistant

Method of Candidate Assessment: A = Application
 I = Interview
 R = Reference
 Q= Qualification

Essential	Desirable	Assessment
Knowledge and Experience		
Experience of advancing progress of pupils of relevant age within a learning environment or relevant experience of working with vulnerable adults or children	Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working.	A/I/R
	Experience of administering, assessing and marking tests	A/I/R
	Working knowledge of national or foundation stage curriculum and other relevant learning programmes/strategies	A/I/R
	Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes.	I/R
	Understanding of classroom roles and responsibilities.	I
	Experience of integrated working.	I
	Supervision of classroom support staff.	I
Qualifications and training		
4 GCSEs Grade A-C (or equivalent) including Maths and English (or working towards)	Training in relevant learning strategies and specialist knowledge in a particular curriculum areas.	A/Q
NVQ Level 3 in Teaching Assistant or equivalent	Willingness to undertake minibus training	A/Q/I
Good ICT skills and the proven ability to use them effectively to support learning.	Willingness to undertake first aid and medication training	A/I

December 2024



Essential	Desirable	Assessment
Skills and Key Criteria		
Able to work with minimal supervision.	Understanding of principles of child development and learning processes.	I/R
Able to relate well to children and adults and in particular able to establish positive relationships with pupils.		I/R
Able to respond positively and effectively to unexpected problems and situations.		I/R
Able to work constructively as part of a team and with a flexible approach to work.		I/R
Excellent communication and inter-personal skills.		I/R
Ability to maintain confidentiality.		I/R
Personal Attributes		
Experience of working in a team with a flexible approach.	Ability to work outside normal trust hours if the need arises.	I/R
Highly motivated showing resilience and reliability.		I/R
A positive attitude and commitment to equality.		I/R
Ability to manage own time well to meet competing demands.		I/R
Ability to travel to trust academy locations as required.		I
Equal Opportunities		
Should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the trust.		I
Safeguarding		
Commitment to the protection and safeguarding of children and young people.	Have an up to date knowledge of relevant legislation and guidance in relation to safer working practice for those staff working with children and young people in an education setting.	A/I

December 2024