JOB DESCRIPTION

POST TITLE:	**Teaching Support Assistant in SEN Unit**
RESPONSIBLE TO:	Assistant Head Teacher for Inclusion
GRADE:	Scale 4
WORKING PATTERN:	36 hours per week, 39 weeks per year (Term time including INSET days) (With 30-minute breaks) 8.30 am – 4.15 pm Mon, Tues, Thurs, 8.30 am – 4.45 pm Wed, 8.30 am – 3.30 pm Fri

Main purposes of the job

Working under the direction and within an agreed system of supervision from a qualified teacher.

1. To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils.
2. Working with pupils who have complex needs and profound learning difficulties
3. To advance pupils learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present working with pupils who have multi barriers to learning.
4. Under an agreed system of direction and supervision carry out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments.
5. To use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs.
6. To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
7. To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Main responsibilities and tasks Support

for pupils

1. To support working relationship with the pupils, acting as role model and setting high expectations.
2. To deliver and support pupils learning in the most effective way working with multidisciplinary teams.
3. To have experience of working with pupils with complex special needs and being able to use appropriate programmes such as Makaton.
4. To follow behaviour plans for pupils to support learning in the most effective way.

5. To recognise that some pupils have communication difficulties and to act sensitively to their differing needs using alternative communication strategies if required
6. To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance. To undertake first aid training and administer first aid.
7. To provide practical assistance in P.E and swimming. Staff are expected to work in the water with pupils during swimming lessons and wear appropriate clothing to actively participate in PE sessions.
8. To support pupils with special educational needs through the delivery of specific learning programmes to contribute to setting individual education plan (IEP) targets and to reviews.
9. To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities appropriate for their age and special needs which may include participating in physical activities if required.
10. To provide support in the delivery of the curriculum.
11. To undertake monitoring and assessment of pupils work and working closely with other professionals and following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.

Support for the teacher

1. To be involved in display work around the school
2. To monitor and evaluate pupil's responses to learning activities and note their progress towards targets.
3. To advance learning when working with individuals, small groups and whole classes without the presence of an assigned teacher.
4. Support the evaluation of pupils' progress using a range of assessment techniques.
5. To contribute effectively to teachers planning and preparation of lessons.
6. To contribute to maintaining and analysing records of pupils' progress.
7. To provide feedback and reports as required on pupil achievement to parents, carers and other professionals.

Support for the school

1. Comply 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 named/appropriate person.
2. To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and of others.
3. Deliver 'out of school' learning activities e.g. field trips within guidelines established by the school, working collaboratively within their class team.
4. To attend relevant meetings and participate in training and development opportunities as appropriate.

5. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
6. Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.
7. Use expertise to advise and support others as appropriate.
8. To adhere to the school health and safety policy including risk assessment and safety systems.
9. To adhere to school policy on equality, diversity and inclusion.
10. All staff are required to participate in training and other learning activities and in performance management and development, as required by the school's policies and practices.

Support for the curriculum

1. Use IT effectively to support learning activities and develop pupil's competence and independence in its use.
2. Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs taking into account complex learning difficulties.
3. To undertake broadly similar duties commensurate with the level of the post as required by the head teacher.

PERSON SPECIFICATION RELEVANT TO ALL TEACHING SUPPORT ASSISTANTS:

1. The ability to work as part of a team.
2. The ability to communicate effectively with the individuals and groups of children, teachers, parents and other members of staff.
3. The ability to establish and maintain effective working relationships with teachers and other members of staff.
4. The ability to accept guidance and direction from teachers.
5. The ability to distinguish between roles and responsibilities of the Learning Support Assistant and the teacher.
6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.
7. Awareness of how pupils learn and the various factors which affect their learning and behaviour.
8. Awareness of the need to show respect and value pupils as individuals.
9. An understanding of the commitment to inclusive education.
10. A sympathetic approach to parents and an understanding of the need for confidentiality.
11. A commitment to the Trust's Equal Opportunities Policy.
12. Be prepared to work throughout the school with any age group
13. The ability to adapt to differing environments within the school and to the needs of different children.

PERSONAL RESPONSIBILITIES RELEVANT TO ALL TEACHING SUPPORT ASSISTANTS

1. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
2. Be aware of the particular learning and physical needs of the pupils you support.
3. Actively participate in the school's performance management scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
4. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review.
5. Within your contracted hours, attend staff meetings, as required.

PERSONAL ATTRIBUTES

1. The ability to work as part of a team.
2. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
3. The ability to establish and maintain effective working relationships with teachers and other members of staff.
4. The ability to accept guidance and direction from teachers.
5. The ability to distinguish between the roles and responsibilities of the Teaching Support Assistant and the teacher.
6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.
7. Awareness of how pupils learn and the various factors which affect their learning and behaviour.
8. Awareness of the need to show respect and value pupils as individuals.
9. An understanding of and commitment to inclusive education.

10. A sympathetic approach to parents and an understanding of the need for confidentiality.
11. A commitment to the Trust's Equal Opportunities Policy.
12. Be prepared to work throughout the school with any age group.
13. The ability to adapt to differing environments within the school and to the needs of different children.

All Children First Staff will:

- Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the School Improvement Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the school
- Be committed to achieving the school aims
- Work to develop the school as a successful, inclusive school
- Respond promptly to concerns from parents, staff or students
- Promote the school in the community
- Work in partnership with all colleagues including the Governing Body
- Support Codes of Professional Ethics/Safe Practice in the School Staff Handbook and the Trust Code of Conduct Ensure that the duties of the post are undertaken with due regard of the School's Health & Safety Policy and Child Protection Procedures and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation
- Celebrate success of pupils and staff

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

NOTE: This job description should not be viewed as comprehensive description of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown, but, in consultation with you, may be changed by the school management to reflect or anticipate changes in the job commensurate with the salary scale and job title.

All schools and services in Enfield, including this Trust, are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Enfield and Children First are expected to share this commitment. All candidates are required to complete the school's 'Keeping Children Safe in Education' declaration and are subject to an enhanced DBS check. Further information about the disclosure can be found at www.gov.uk/government/organisations/disclosure-and-barring-service

June 2026