



## SEN Teaching Assistant

<b>Reporting to:</b>	SENCO
<b>Start date:</b>	ASAP
<b>Suitable for:</b>	Experienced/newly experienced
<b>Contract:</b>	32 hour post, 43.36 weeks per year
<b>Salary:</b>	SC3, Point 5-6 (£27,030- £27,438 FTE)
<b>Disclosure level:</b>	Enhanced

### About the Role

We are a large, well-organised Secondary school in Redbridge and looking for an excellent, experienced or newly experienced SEN Teaching Assistant to join our busy team. There will be an option to train as an ELSA. The duties will include:

- ✓ work inside/outside the classroom with individuals or groups
- ✓ adapt support according to needs
- ✓ look after children's physical, social and emotional welfare
- ✓ create a stimulating environment
- ✓ give information and help to teachers
- ✓ keep records and attend review meetings
- ✓ work with professionals such as speech and language therapists and educational psychologist
- ✓ provide a safe and healthy environment and follow safeguarding procedures

### About Our School

Trinity Catholic High School is large Catholic comprehensive school situated in the London Borough of Redbridge and within the Diocese of Brentwood. We have a reputation for excellence in all aspects of our service to the children in our school and the wider community. Our school's inspection reports can be viewed on this link: [www.tchs.org.uk/about-us/inspections](http://www.tchs.org.uk/about-us/inspections). The highest standards relating to Teaching and Learning are a feature of daily life at Trinity and these significantly and positively impact student progress and attainment. Trinity's Section 48 report (January 2020) states that "**Trinity Catholic High School is an outstanding school and a beacon of high-quality Catholic education. It has an excellent reputation in the local community and beyond and it is rightly seen as a flagship school for the Diocese of Brentwood**". The report also emphasises that "**Catholic life at Trinity Catholic High School is outstanding and is of the highest quality**" and "**Every aspect of Collective Worship at the school is outstanding**".

### We are seeking a SEN TA who has:

- ✓ Who would like to be trained as an ELSA
- ✓ Experienced working with students who have special educational needs.
- ✓ Excellent communication skills.
- ✓ Ability to build relationships with a range of stakeholders.
- ✓ Proactive in supporting adaptations within the learning environment.
- ✓ Ability to prioritise workload and meet deadlines.
- ✓ Excellent organisational and IT skills.
- ✓ Exceptional communication, engagement skills and literate





## Your Application

The School can only accept applications made on our school application form or by using the on-line TES Apply now function. The completed form, along with a cover letter should be submitted via email. Download our application form from our website: [www.tchs.org.uk/about-us/employment/](http://www.tchs.org.uk/about-us/employment/)

- **Tel:** 020 8504 3419
- **Email:** [recruitment@tchs.org.uk](mailto:recruitment@tchs.org.uk)
- **Closing date for applications:** 26<sup>th</sup> March 2024
- **Interviews take place:** soon after the closing date
- **Early applications are welcome**

Trinity Catholic High School is committed to safeguarding children. Further details of this can be found on our website <https://www.tchs.org.uk/about-us/safeguarding/> Successful candidates must be willing to undergo child protection screening appropriate to the post, including checks with past employers and a satisfactory enhanced check with the Disclosure and Barring service (DBS).

Please note, due to high volumes of applications only shortlisted candidates will be contacted. We reserve the right to call applicants to interview prior to the closing date.





# Job Description

## Role

1. Work under the guidance of the SENCO and other teaching/senior staff, within an agreed system of supervision that complements the professional work of teachers by taking responsibility for agreed learning activities. Work may be carried out in the classroom or outside the main teaching area.
2. To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning and develop independence in their learning. This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

## Support for Teacher

3. Support teachers in researching, selecting and devising complementary learning activities and teaching resources that meet the individual needs and interests of SEND pupils.
4. Work in partnership with teaching staff to ensure that appropriate differentiated learning activities are planned, delivered and monitored regularly, in order that children are working towards the expected outcomes as stated in SEN EHC Plans and SEN IEPs.
5. Attend planning meetings and under the direction and guidance of the teacher, contribute to the short, medium and long term planning and preparation of lessons.
6. Assist teaching staff in monitoring and evaluating the progress of SEND pupils and their responses to planned learning activities. To implement the scaffolded response to support independent student learning. As part of this, to provide teaching staff with feedback that will advise, guide and inform them regarding the specialist strategies and recommended teaching approaches that will help effectively match teaching with learning and establish an appropriate and challenging learning environment in relation to SEND support.
7. To raise the awareness of teaching staff to the strengths and difficulties of individual pupils.
8. Under the direction of the class teacher to undertake marking of pupils' work and accurately assess and record achievement and progress.
9. To support the teacher in promoting the school's behaviour policy.

## Support for Pupils

1. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils with SEND.
2. To promote the use of ICT in learning activities and develop pupils' competence and independence in the effective application of ICT skills to support learning and progress.
3. Implement activities and individual programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the children's understanding
4. Use specialist curricular / learning skills to set high expectations and establish productive working relationships that will support sustained pupil progress.
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
7. Provide feedback to pupils in relation to progress and achievement.
8. Provide support for the social and emotional development of pupils



### **Support for the Curriculum**

10. Assist the SENCO to ensure the successful planning and implementation of intervention programmes that must be tailored to the individual needs of identified pupils.
11. Implement learning activities / intervention programmes and adjusting such activities according to pupil responses and needs.
12. Assist with the development and implementation of IEPs and the whole school SEN Attend, and participate in curriculum department meetings and training activities as required.
13. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

### **Support for the School**

14. Attend progress / annual review meetings and provide parents and other professionals with objective and accurate reports that will demonstrate the achievements and progress of pupils towards targets.
15. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENCO, to support achievement and progress of pupils.
16. Establish positive and productive working relationships with pupils and actively promote the inclusion of all pupils.
17. Provide objective and accurate feedback and reports as required, to the teacher and SENCO on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
18. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own learning and behaviour.

### **Other Tasks**

19. To undertake any additional responsibilities as directed by the SENCO who, as Head of Department, will quality assure, line-manage and oversee the performance of staff this area of SEN work.
20. Delivery of small group support programmes such as the spelling & literacy strategies, the cursive handwriting programme, accelerated reader, writing initiatives, phonics, numeracy support etc...
21. To help with the implementation of special access arrangements during examinations.
22. To assist with the implementation and marking of literacy assessments.
23. Participate in training and other learning activities and performance development as required.
24. 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

### **Catholic Ethos**

1. To contribute to the maintenance and development of the school's Ethos and Vision.
2. To play a full part in the life of the school community to support its distinctive Catholic mission and ethos and to encourage staff and students to follow this example.
3. To foster positive relationships across the school and in the catholic community.

*These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the school.*



## Person Specification – SEN Teaching Assistant

All areas will be assessed by application and at interview.

Experience & Qualifications	Essential	Desirable
Good standard of general education- 5 GCSEs or equivalent including English and Maths	✓	
Clear evidence of continuing professional development in the field of SEND	✓	
Skills & Abilities	Essential	Desirable
Good knowledge of Microsoft Office, in particular Word, email, databases and spreadsheets	✓	
Ability to learn new ICT quickly	✓	
Ability to proof read accurately and consistently ensuring accurate correction of spelling, grammar and a high standard of work in terms of presentation and layout	✓	
Good written and oral communication skills	✓	
Good time management skills and the ability to prioritise work dealing effectively with conflicting	✓	
Ability to work in a highly organised and methodical manner	✓	
Ability to work effectively as part of a team and on own initiative	✓	
Ability to manage and develop a good relationship with parents and students.		✓
Ability to maintain accurate and detailed work records and inventories	✓	
Good interpersonal skills	✓	
Ability to work flexibly to attend occasional events		✓
Ability to relate to children 11-19	✓	
Knowledge of and experience setting targets & monitoring progress of pupils	✓	
Ability to relate to children 11-19		





Knowledge	Essential	Desirable
Up to date knowledge of the reforms introduced in the revised SEN Code of Practice 2015	✓	
Awareness of the broad spectrum of specific learning difficulties such as dyslexia/ASDs's		✓
Ability to use assessment as a tool to track progress and to inform SEN support		✓
Ability to gather, analyse and interpret data for effective target setting		✓
Understanding of child development and learning processes		✓
Understanding of appropriate strategies to teach spellings e.g synthetic phonics		✓
Additional Factors	Essential	Desirable
Willingness to undertake training	✓	
Evidence of recent personal development through training		✓
Presents professional and friendly disposition	✓	
Able to maintain confidentiality	✓	

