

Person Specification and Job Description

SEN Teaching Assistant

School: Long Sutton C of E Primary School

Main purpose

To support the learning, development, and well-being of a specific pupil with additional needs, enabling them to access the curriculum and participate fully in school life.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • good basic education to GCSE level in literacy and numeracy, or the equivalent • 	<ul style="list-style-type: none"> • Level 2 or 3 Childcare and/or Education, supporting Teaching and Learning
Experience	<ul style="list-style-type: none"> • Experience working with children in a school 	<ul style="list-style-type: none"> • Experience of working with children with special needs • Experience of working with children with Social & Emotional needs
Knowledge and Understanding	<ul style="list-style-type: none"> • Understanding of child development and barriers to learning. • the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding 	<ul style="list-style-type: none"> • National Curriculum, especially EYFS & KS1
Skills	<ul style="list-style-type: none"> • Good communication skills, both verbal and written • Good numeracy and literacy • Ability to engage and motivate children • Patience and empathy • Ability to work effectively as part of a team. 	<ul style="list-style-type: none"> • Ability to assist with curriculum planning • Familiarity with SEN (Special Educational Needs) support • Experience in creating stimulating learning environments
Personal Qualities	<ul style="list-style-type: none"> • Flexible and adaptable • Ability to work well in a team and independently • Organizational skills 	<ul style="list-style-type: none"> • Creative approach to learning • Interest in continuous professional development

Key Responsibilities:

- Provide one-to-one support for a named pupil with an EHCP, under the guidance of the class teacher and SENDCo.
- Assist in the implementation of individual education plans (IEPs), and behaviour support plans.
- Support the pupil in all aspects of the school day, including learning activities, transitions, break times etc).
- Work collaboratively with class teacher and other staff to ensure consistent support and inclusion.
- Monitor and record progress, behaviour, and engagement, reporting regularly to the class teacher and SENDCo.
- Use appropriate strategies, resources, and interventions to support learning and engagement.
- Foster positive relationships with the pupil, encouraging independence, confidence, and social skills.
- Support the pupil with emotional regulation and provide reassurance as needed.
- Liaise with parents/carers and external professionals under the direction of the school's leadership or SENDCo.