



Batley Multi Academy Trust

Batley Girls' High School
Upper Batley High School
Healey Junior, Infant and Nursery School
Field Lane Junior, Infant and Nursery School
Batley Grammar School

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Ensuring Exceptional Educational Outcomes For All



BATLEY GIRLS'
HIGH SCHOOL
VISUAL ARTS COLLEGE

Job Title: Special Educational Needs Educational Teaching Assistant (SEN ETA)	Grade: 6
Department: SEN	Accountable to: SENCO Lead
Contractual Terms: 32.5 hours per week/Permanent/Term Time Only	Responsible for: N/A

Overall Purpose of the Job:

To work as part of a team including teachers and other support staff to support the learning and welfare of all students/learners. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

To provide practical support for learning, educational activities, developing social skills, integration and for securing students'/learners' physical and emotional wellbeing.

Key Duties and Responsibilities:

Teaching Support-

To undertake duties in accordance with school practices and procedures, ensuring the post holder actively upholds and promotes the philosophies of the school.

To work under the direction of the class teacher/line manager to plan and monitor students/learners learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for students/learners.

Under the direction of the teacher, supervise activities and assist with the general management and control of students/learners in school.

In conjunction with the teacher, provide one-to-one in-class support to students/learners or small groups on pre-planned activities, to reinforce the teacher's approach.

Under the direction of the teacher, ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.

Assist in training new and temporary members of the team, particularly on the behaviour management strategies or learning strategies followed by the teacher.

Under the direction of the teacher, work with individuals or groups of students/learners in accessing the school library and in the use of ICT.

To participate in and assist in the supervision of educational visits, in conjunction with the teacher/line manager.

Student/Learner Support-

To provide support and guidance on a one-to-one basis or to teams of students/learners in their literacy/numeracy/social/motor skills.

Actively encourage the inclusion of all students/learners to participate in the life and activities of the school and access the national curriculum to the best of their ability.

To provide individual assistance or assistance within small groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc., to maximise their achievements.

As required, to deal the personal care and comfort of students/learners, i.e. toileting and intimate care issues (as per school guidance and direction).

To contribute to plans, reviews and evaluations for students/learners by writing reports on students'/learners' progress and attendance at meetings.

As required, to deal with students/learners who require physical restraint and intervention, using such methods as TEAM-TEACH, under the direction of the Headteacher.

As required by the school, to assist under the direction of the school nurse and/or physiotherapist in medically related issues e.g. administer medication – dosage already drawn up by the nurse, gastrostomy feeding and preparing to care for children requiring other medication administered and physiotherapy treatment.

To meet the needs of students/learners with limited mobility, as required, ensuring safety when moving into, around and from school.

To provide lunchtime cover as required

Curriculum Activities-

To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.

To contribute in the presentation of students'/learners' work and maintenance of display areas.

To assist with the preparation and tidying of the classroom and upkeep of resources.

To attend and contribute to duty related meetings as required.

To provide basic clerical duties where required e.g. photocopying, filing etc.

School/General-

Take reasonable care of the health and safety of self, other persons and resources whilst at work.

As appropriate, to assist with the induction and mentoring of new staff within the remit of the role.

To undertake relevant training and development as required from time to time by the CEO/Co-Heads/Headteacher, and be involved in ongoing development reviews of skills and competencies.

To undertake any such duties commensurate with the post as directed by the CEO/Co- Head/Headteacher.

The postholder is required to uphold and promote the Trust's policy on Data Protection, being mindful of their responsibilities under the act in processing personal data and of the implications of unauthorised disclosure

The postholder is required to uphold and promote the Trust's policy relating to Equality of Opportunities and other policies designed to protect employees or stakeholders from harassment.

As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the Trust's responsibilities towards safeguarding.

This post is subject to an Enhanced Disclosure and Barring Service Check for Regulated Activity.

Additional Information

- Undertake any such duties commensurate with the post as directed by the Co-Heads/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.

A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.

Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

Criteria		Essential/ Desirable	How Assessed
Qualifications	Numeracy and Literacy skills to a level to assist students/learners with their work	E	A/I
	Education to A Level standard (or equivalent)	E	

	<p>Qualification in an area of Science</p> <p>NVQ L3 for Teaching Assistants (or equivalent qualification(s)) or experience</p> <p>Training in relevant learning strategies e.g. Literacy</p> <p>First Aid Training</p>	<p>D</p> <p>D</p> <p>D</p> <p>D</p>	
Experience	<p>Experience of working with children/young people</p> <p>Experience of assisting classroom teachers in delivering the curriculum and supporting students'/learners' learning in a school setting</p>	<p>E</p> <p>D</p>	A/I
Knowledge and Statutory Requirements	<p>Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies</p> <p>Knowledge of the national curriculum applicable to the school</p> <p>Understanding of child development and learning</p> <p>Understanding of strategies to support personalised learning and removal of barriers to learning</p> <p>Understanding and commitment to Equal Opportunities and how this relates to the duties of the post</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p>	A/I
Skills and Abilities	<p>Ability to assist the classroom teacher in short term planning and to record and monitor students'/learners' learning – specifically for those students/learners subject to the SEN Code of Practice</p> <p>Ability to relate to and communicate with children/young people and adults from diverse social backgrounds</p> <p>Ability to work with children/young people exhibiting behavioural difficulties</p> <p>Ability to work as a team member</p> <p>Effective use of ICT to support learning</p> <p>Use of other relevant equipment e.g. video/copier</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	A/I
Additional	<p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <p>Commitment to undertake further training/development</p>	<p>D</p> <p>E</p>	A/I

Responsibilities for Resources:

Physical Resources: The post holder has some responsibility for the care, accuracy, confidentiality and security of student information.

Responsibility for People:

The role involves some direct impact on the well-being of people as a direct result of the tasks/duties undertaken. The post holder has a considerable direct impact on the well-being of students/learners.

Responsibility for Policy Development:

The post holder will have no direct responsibility for policy development within the Trust, other than contributing in policy consultation.

Responsibility for Student Outcomes:

The post holder has a considerable impact on the educational outcomes of students/learners.

Working Conditions:

The post holder works in an office environment and can have minimal exposure to people issues throughout the working day. The post holder will work in an allocated section within the school, working on their feet for most of the day.

Main Contacts:

The post holder must always project a professional image when dealing direct with colleagues, governors, parents/carers and external bodies.

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: July 2021

Signature of Post holder:

Date:

This is a description of the job as it exists at present; All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us

of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview, etc.