

<b>Job Description</b>			
<b>Title</b> <b>TEACHING ASSISTANT –  SPECIAL SCHOOL</b>  <b>Grade 3</b>	<b>School: Ash Lea School</b>	<b>Post Ref</b> <b>Add Ref</b> <b>Profile Learning</b> <b>Support 3c SPE</b>	
<b>Job Purpose</b> To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils identified as having severe learning difficulties including complex and multiple special education needs and those with challenging behaviour, in a range of different learning situations and settings. Work may be carried out in the classroom or outside the main teaching area.			

### **Key Responsibilities**

1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. Planning and providing practical assistance in relation to identified physical needs
3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
4. Establishing a constructive relationship with pupils and interacting with them according to individual needs
5. Promoting the inclusion and acceptance of all pupils
6. Encouraging pupils to interact with others and engage in activities led by the teacher
7. Setting challenging and demanding expectations and promoting self-esteem and independence
8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher
9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
11. Assisting with the planning of learning activities
12. Monitoring pupils' responses to learning activities and accurately recording achievements/progress as directed
13. Providing detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
15. Establishing constructive relationships with parents/carers
16. Administering routine tests and invigilating exams and undertaking routine marking of pupils' work
17. Working with and acting upon guidance provided by teachers and other professionals such as Inclusion Services, Speech

Grade 3 Learning Support Special

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Therapists, Physiotherapists, Occupational Therapists, Moving and Handling Specialists

18. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc
19. Assisting the teaching staff in the smooth transition between educational phases
20. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
21. Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
22. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
23. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
24. Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
25. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

### **Additional Responsibilities**

26. To work supporting a named child with learning activities under the guidance of the class teacher
27. To travel to the named child's home and deliver sessions under the guidance of the class teacher. To deliver these sessions on a one to one basis with the child (this role requires lone working, parents are available throughout the visit to the home to support if needed with health needs)
28. To prepare resources and activities for the named child under the guidance of the class teacher when not required to work directly with the named child
29. To support the child's linked class under the guidance of the class teacher when not required to work directly with the named child to maintain consistent approaches
30. To ensure good communication between home and the class by reporting to the class teacher verbally and through school recording and assessment systems

### **General Responsibilities**

31. Be aware of and comply with school policy and procedures
32. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
33. Contribute to the overall ethos/work/aims of the school
34. Appreciate and support the role of other professionals
35. Attend relevant meetings as required
36. Participate in training and other learning activities and performance development as required

- 37. To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- 38. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
- 39. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
- 40. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
- 41. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

<b>Person Specification</b>	
<p><b>Education and Knowledge</b></p> <p>A) Good literacy and numeracy skills gained from general education to GCSE 'O' level/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, knowledge of child development, National Curriculum teaching skills, SEN Code of Practice; knowledge of moving and handling; knowledge of First Aid, experience of working as part of a team.</p> <p>B) Good literacy and numeracy skills together with NVQ level 3 for Teaching Assistants or equivalent qualifications, or be working towards NVQ level 3 for Teaching Assistants, experience of supporting children in a classroom environment and a general understanding of the National Curriculum requirements and other basic learning programmes/strategies; knowledge of First Aid, experience of working as part of a team.</p>	<p><b>Personal skills and general competencies</b></p> <p>The ability to work as part of a team            Flexibility and adaptability            Good communication skills</p>

<b><i>Experience</i></b>	
Experience of supporting pupils with SEND within a school setting	

To be completed only if any  
amendments are made to the  
standard Job Description

Please refer to the guidelines

### Additional Responsibilities to be included in the Job Description

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

<b>Additional Responsibilities</b>	<b>% Time spent</b>
To work alone within a pupil's home to deliver the tasks above (this expected to increase over time and respond to pupil's needs)	50%
Person to have a base in the school to prepare resources and research and to be on call to deliver one to one sessions within the home (planned by the class teacher as above)	25%
To work within the class to maintain contact and an understanding of the curricular offer and support with other pupils	25%
To have a driving licence so that they can travel to deliver sessions	

### Factor Information

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

<b>Factor</b>		<b>Factor Definition and Relevant Job Information</b>	
<b>1</b>	<b>Knowledge</b>	A) Good literacy and numeracy skills gained from general education to GCSE 'O' level/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, knowledge of child development, National Curriculum teaching skills, SEN Code of Practice; knowledge of moving and handling; knowledge of First Aid, experience of working as part of a team.	

		B) Good literacy and numeracy skills together with NVQ level 3 for Teaching Assistants or equivalent qualifications, or be working towards NVQ level 3 for Teaching Assistants, experience of supporting children in a classroom environment and a general understanding of the National Curriculum requirements and other basic learning programmes/strategies; knowledge of First Aid, experience of working as part of a team.	
<b>2</b>	<b>Mental Skills</b>	Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. responds to pupils' requirements, monitoring and supporting learning, working on IEPs, supporting short term planning (of learning activities.)	
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	Skills required to support and assist pupils in their learning, e.g. motivating pupils in a learning situation, negotiating/persuading pupils in behavioural situations; also the use of 'signing' for basic communication e.g. Makaton, Sign and Symbol.	
<b>4</b>	<b>Physical Skills</b>	Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils. Use of hoist to move a pupil as required.	
<b>5</b>	<b>Initiative &amp; Independence</b>	Works under instruction/guidance of teaching/senior support staff supervising children.	
<b>6</b>	<b>Physical Demands</b>	Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil.	
<b>7</b>	<b>Mental Demands</b>	Working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with conflict situations between members of the group, seeking support as and when required.	
<b>8</b>	<b>Emotional Demands</b>	A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs. B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy.	
<b>9</b>	<b>Responsibility for People</b>	Contributing to the education and development of children; assessing and responding to the personal needs of pupils.	

<b>10</b>	<b>Responsibility for Supervision</b>	Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff and/or college students may be given as necessary.
<b>11</b>	<b>Responsibility for Financial Resources</b>	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.
<b>12</b>	<b>Responsibility for Physical Resources</b>	Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; responsible for the careful use of special equipment and for reporting any problems with this equipment; being responsible for personal possessions of pupils.
<b>13</b>	<b>Working Conditions</b>	Duties involve ongoing contact with children and exposure to abuse and/or aggression; assisting pupils with toileting and dealing with bodily fluids.

<b>Factor</b>		<b>Additional Information</b>
<b>1</b>	<b>Knowledge</b>	
<b>2</b>	<b>Mental Skills</b>	
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	To ensure good communication with the family and between the family and the class teacher

<b>4</b>	<b>Physical Skills</b>	
<b>5</b>	<b>Initiative &amp; Independence</b>	
<b>6</b>	<b>Physical Demands</b>	
<b>7</b>	<b>Mental Demands</b>	Whilst there will be planned sessions this will need to be responsive to the pupil's needs and will need to attend the home when the pupil is ready.
<b>8</b>	<b>Emotional Demands</b>	

<b>9</b>	<b>Responsibility for People</b>	
<b>10</b>	<b>Responsibility for Supervision</b>	
<b>11</b>	<b>Responsibility for Financial Resources</b>	
<b>12</b>	<b>Responsibility for Physical Resources</b>	
<b>13</b>	<b>Working Conditions</b>	

Date 4/3/22