



The Beckmead Family of Schools

part of

The Beckmead Trust

Role Profile and Person Specification

Teaching Assistant – Special School (Level 1)

Role Profile / Job Description

Job Title:	Teaching Assistants – Special School (Level 1)
School /Academy:	The Beckmead Family of Schools
Grade Range:	Grade 3 - Scp 5 – 6
Hours per week:	36 hours between 8 am until 4pm. Term time only
Location:	The Beckmead Family of Schools, Croydon Location will be discussed at interview although positions are centrally contracted and you can be asked to move locations
Reports to:	Experienced Teaching Assistants, Class Teacher and School Leadership Team
Role Purpose and Role Dimensions:	<p>To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.</p> <p>Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.</p>
Commitment to Diversity:	<p>As a member of the School Team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.</p>
Key External Contacts:	<ul style="list-style-type: none">▪ Parents / carers▪ Medical, therapy and other multi-agency services
Key Internal Contacts:	<ul style="list-style-type: none">▪ More experienced teaching assistants▪ Class teacher▪ Leadership Team
Key Areas for Decision Making:	<ul style="list-style-type: none">▪ When to share/report concerns regarding pupil's physical or emotional need.▪ Monitoring pupil progress and raise concerns regarding achievement against agreed targets
Other Considerations:	<p>Whilst there are some pupils with EHCP's in main stream schools, the environment in a special school is far more intense and continuously presents a variety of both mentally and physically challenging situations for staff at all levels.</p>

Key Accountabilities and Result Areas:

Support for Pupils

Key Elements:

This will involve:

Core Duties

- Supervising and supporting pupils, ensuring their safety and access to learning.
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Encouraging pupils to interact with others and engaging in activities led by the teacher.

Additional Duties (Special Schools)

- Participating in students' behaviour programmes including risk assessment process.
- Being aware of students' Individual Education Plan (IEP) and termly forecasts/learning programmes.

Depending on the specialism(s) of the school, the following will also apply: -

- Dealing with unexpected situations which are not clear-cut, involving assessment, care and evaluation in the care and management of an individual pupil.
- Attending to the pupils' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. (This may involve use of specialist equipment).
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to act independently as appropriate.
- Being responsible for all aspects of feeding, toileting, changing & student hygiene, and administering medication.
- Following school procedures (including those for manual handling, positive handling, eating and drinking)

Support for the Teacher

This will involve:

Core Duties

- Being aware of pupil problems/progress/achievements and reporting to the teacher as agreed.
- Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate.

Additional Duties

- Being responsible for maintaining knowledge of students' behaviour programmes.
- Preparing classroom as directed for lessons and clearing afterwards and assisting with the display of pupils work.
- Undertaking pupil record keeping as requested
- Gathering/reporting information from/to parents/carers as directed.
- Providing clerical/administrative support, e.g. photocopying, typing, filing, collecting money etc.

Key Accountabilities and Result Areas:

Support for the Curriculum

Key Elements:

This will involve:

Core Duties

- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, Key stage curriculum, Assessments, Exams as directed by the teacher.
- Supporting pupils in using basic ICT as directed.

Additional Duties

- Making themselves familiar with the lesson objectives.
- Supporting pupils to understand instructions.
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use.
- Having an awareness of the effect that pupils' medical conditions can have on learning.

Support for the School

This will involve:

Core Duties

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.

Additional Duties

- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant multi-disciplinary staff meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.

Green Statement

This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

Key Accountabilities and Result Areas:

Key Elements:

Confidentiality

This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.
- There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams

Safeguarding

This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person Specification

Job Title:

Teaching Assistants – Special School (Level 1)

Essential knowledge:

- First aid training/training as appropriate.

Essential skills and abilities:

- Good numeracy/literacy skills.
- Be able to react constructively to challenging situations involving the care and management of individual children.
- Being able to deal with emotional and physical challenges presented by regular involvement in physical intervention.
- Participate in development and training opportunities.
- Good knowledge of using specialist ICT resources / programmes to ensure pupil access
- Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post.
- Use basic technology – computer, video, and photocopier.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Displays commitment to the protection and safeguarding of children and young people.
- Participate in development and training opportunities.
- Ability to self-evaluate learning needs and actively seek learning opportunities.

Essential experience:

- Working with or caring for children of relevant age.

Special conditions:

- Enhanced DBS Check
- Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress.
- Close contact with pupils may result in some exposure to bodily fluids.
- May require Hepatitis B vaccination.
- Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.
- Members of staff must take part in the behavioural and physical intervention training that it is offered by the School