



# Flagship School

## JOB DESCRIPTION

<b>Job Title:</b>	Teaching Assistant
<b>Location:</b>	The Flagship School
<b>Reports to:</b>	Class Teacher and Senior Leadership
<b>Role purpose and dimensions:</b>	<p>To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.</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>
<b>Commitment to diversity:</b>	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.
<b>Key External contacts:</b>	<ul style="list-style-type: none"> <li>-Parents/Carers</li> <li>- Medical, therapy and other multi-agency services</li> </ul>
<b>Key Internal contacts:</b>	<ul style="list-style-type: none"> <li>-More experienced teaching assistants</li> <li>-Class Teachers</li> <li>-Leadership Team</li> </ul>
<b>Key Areas for Decision Making:</b>	-Leadership Team

	<ul style="list-style-type: none"> <li>- Monitoring pupil progress and raise concerns regarding achievement against agreed targets</li> <li>- When to share / report concerns regarding pupil's physical or emotional needs</li> </ul>
<b>Other Considerations:</b>	<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:

	<b>Core Duties:</b>	<b>Additional Duties:</b>
<b>Support for pupils, this will involve:</b>	<p>Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Supervising and providing particular support for pupils with special needs, ensuring their safety and access to learning activities.</li> <li>▪ Setting challenging and demanding expectations and promoting self esteem and independence.</li> <li>▪ Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.</li> </ul>	<p>Carrying out the additional duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Understanding and supporting the physical needs of pupils. Depending on the specialism of the school this <u>may</u> include:- assisting individual pupils with mobility and independence training or feeding and drinking, in liaison with specialist advice &amp; guidance provided by Speech Therapists, Occupational Therapists, Physiotherapists.</li> <li>▪ Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.</li> <li>▪ Establishing constructive relationships with pupils and interacting with</li> </ul>

		<p>them according to individual needs.</p> <ul style="list-style-type: none"> <li>▪ Encouraging pupils to interact with others and engaging in activities led by the teacher.</li> </ul>
<p><b>Support for the Teacher, this will involve:</b></p>	<p>Carry out the core duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.</li> <li>▪ Assisting with the planning of learning activities.</li> <li>▪ Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed.</li> <li>▪ Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.</li> <li>▪ 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.</li> </ul>	<p>Carry out the additional duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.</li> <li>▪ Establishing constructive relationships with parents/carers.</li> <li>▪ Administering routine tests and invigilating exams and undertaking routine marking of pupils' work.</li> <li>▪ Providing clerical/administrative support, e.g. photocopying, typing, filing, money, administer coursework etc.</li> <li>▪ Depending on the specialism of the school the postholder may provide individual support such as: annotation of pupil's work; interpret for pupils with speech difficulties; presentation of pupil's work where there are fine motor skills difficulties.</li> <li>▪ Taking small groups of pupils for varying types of activity, under the</li> </ul>

		direction of the teacher.
<b>Support for the Curriculum, this will involve:</b>	<p>Carry out the core duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.</li> <li>▪ Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, recording achievement and progress and feeding back to the teacher.</li> <li>▪ Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.</li> </ul>	<p>Carry out the additional duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.</li> <li>▪ Detailed awareness of the pupil's medical conditions and effect that these can have on their learning, using this knowledge to support the pupil and adapt materials and resources for use in class.</li> <li>▪ Understanding strategies for communicating with pupils with a range of needs, signing with individual pupils as required and undertaking training where necessary.</li> <li>▪ Following whole-school systems for Makaton signing and other relevant initiatives.</li> <li>▪ Supporting the pupil with inclusion links / visits to other schools.</li> </ul>
<b>Support for the School, This will involve:</b>	<p>Carry out the core duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ Participating in training and other learning activities and performance development as required.</li> </ul>	<p>Carry out the additional duties of Teaching Assistant Special Schools level 1 and in addition:-</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Liaising regularly with medical and therapy departments regarding needs of the pupil, attending meetings where relevant.</li> <li>▪ Communicating regularly with parents via home / school communication books and telephone conversations where necessary.</li> <li>▪ Attending Annual Review for pupils in their class / tutor groups and giving feedback.</li> </ul>
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#### Key Elements:

<b>Confidentiality:</b>	<ul style="list-style-type: none"> <li>▪ Treating all information acquired through employment, both formally and informally, in confidence.</li> <li>▪ 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.</li> </ul>
<b>Equalities:</b>	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.
<b>Health and Safety:</b>	Every employee is responsible for their Health and Safety, as well as that of colleagues, service users and the public.

	Employees should cooperate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
<b>To contribute as an effective and collaborative member of the School Team:</b>	<ul style="list-style-type: none"> <li>▪ Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.</li> <li>▪ Treating all information acquired through employment, both formally and informally, in accordance with the Workforce Data Protection Policy.</li> </ul>
<b>Data Protection:</b>	<ul style="list-style-type: none"> <li>▪ Participating in training to be able to demonstrate competence.</li> <li>▪ Participating in first aid training as required.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Championing the professional integrity of the School Service</li> <li>▪ Supporting Best Value and electronic management of processes.</li> <li>▪ Actively sharing feedback on School policies and interventions</li> </ul> <p>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.</p>

#### Person Specification:

<b>Essential knowledge:</b>	<ul style="list-style-type: none"> <li>- At least NVQ 2 for Teaching Assistants or equivalent qualifications or experience.</li> <li>▪ Training in the relevant learning strategies e.g. literacy.</li> <li>▪ First aid training/training as appropriate.</li> <li>▪ Awareness of Child Protection procedures, Health &amp; Safety regulations and other relevant policies.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.</li> <li>▪ Sound understanding of child development and learning and National Curriculum requirements</li> </ul>
<b>Essential skills and abilities:</b>	<ul style="list-style-type: none"> <li>▪ Good numeracy/literacy skills.</li> <li>▪ Be able to react constructively to challenging situations involving the care and management of individual children.</li> <li>▪ Being able to deal with emotional and physical challenges presented by regular involvement in physical intervention.</li> <li>▪ Use basic technology – computer, video, and photocopier</li> </ul> <p>Good knowledge of using specialist ICT resources</p> <ul style="list-style-type: none"> <li>-Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>▪ Ability to relate well to children and adults.</li> <li>▪ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>▪ Existing teaching assistant who has an energy and passion for working with children with complex needs.</li> </ul>
<b>Essential Experience:</b>	Working with or caring for children and/or young people of relevant age.
<b>Special Conditions:</b>	<ul style="list-style-type: none"> <li>▪ Enhanced DBS Check</li> </ul> <p>-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.</p> <ul style="list-style-type: none"> <li>▪ Close contact with pupils may result in some exposure to bodily fluids.</li> <li>▪ May require Hepatitis B vaccination.</li> <li>▪ 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.</li> </ul>

	<ul style="list-style-type: none"><li>▪ Members of staff must take part in the behavioural and physical intervention training that it is offered by the School</li></ul>
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