

JOB DESCRIPTION

TITLE: Teaching Assistant 3 (Special Needs) (Room Leader)

SCHOOL:

RESPONSIBLE TO: Classteacher/Early Years Educator/Specialist TA/TA4

GRADE: L5

PURPOSE OF POST:

Working wholly and mainly with children with special educational needs, support the classteacher in all aspects of teaching, and enhance learning opportunities for pupils, bringing to bear a professional knowledge and understanding of child development and pupils' individual needs, including those with special educational needs and supporting the child's development in the six key areas of learning:

- Personal, social and emotional
- Knowledge and understanding of the world
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Creative development
- Physical development

ORGANISATION CHART: SENDCo / Inclusion Manager

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Teaching Assistant 3 (Special Needs) (Room Leader)

PRINCIPAL RESPONSIBILITIES: %

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| 1. | Contribute to the planning of teaching and learning for whole class and individual pupils on a short, medium and long-term basis and to the development of Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs) where relevant, and contributing expertise in decisions concerning the individual needs of children with special educational needs. Under direction, develop and maintain resources to assist in teaching. | 20 |
| 2. | Under the direction of the SENDCo and following agreed lesson plans support the teaching of small groups or individual pupils, using learning and support strategies appropriate to the needs of the pupils, and including both the indoor and outdoor curriculum. Provide support and guidance to other support staff who work with individual pupils with special educational needs. | 20 |
| 3. | Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets and Individual Education Plans (IEPs), Education, Health and Care Plans (EHCPs) | 20 |
| 4. | Contribute to the development of a purposeful working atmosphere and implement the school's behaviour and any related policies and procedures. | 10 |

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| 5. | Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals as necessary, including educational psychologists, health professionals, speech and language therapists, to meet the personal and educational needs of individual pupils. | 10 |
| 6. | Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies. This may include carrying out agreed daily hygiene routines, the administration of medicines, medical and dietary procedures and assisting pupils in eating at lunchtimes. | 10 |
| 7. | Contribute to the development of school policies and practices, the school improvement plan and activities, which support the wider aspirations, and values of the school, working collaboratively and supportively with colleagues. | 3 |
| 8. | As required, take responsibility for or contribute to specific aspects of teaching, learning and personal development, for example swimming, visits out of school, independence programmes, etc. | 3 |
| 9. | Contribute to the order and cleanliness of the classroom and school environment. This may involve cleaning and sterilising classroom equipment, tidying the classroom, cleaning up spills, etc. | 2 |
| 10 | Develop and maintain professional knowledge and understanding, including contributing to and participating in INSET. | 2 |

DIMENSIONS:

Supervisory Management: N/A

Financial Resources: None.

Physical Resources: None

Other: Safeguarding children

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be

willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Teaching Assistants (SEN) might be found in any school, including a special school. They will work wholly and mainly with children with SEN or will be the specialists on SEN in that institution. In some settings the specialist Teaching Assistant will be involved in the supervision of other staff. In others their role will not involve supervision, but they will be the resident 'expert' and lead on the development of the child with SEN, having a high level support role to the SENCO.

This is a Higher Level Teaching Assistant role. A Teaching Assistant at this level will take responsibility for pupils. S/he will be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell. There may be a requirement to supervise the administration of medicines.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience in pre-statutory school, care and/or education.	1,2	Recent experience in an educational setting.	1,2
	Some experience of curriculum planning, monitoring and assessment	1,2	Experience of delivering a curriculum for children with special educational needs.	1,2
	Demonstrable experience of safeguarding children procedures and processes.	1,2		
	Experience of working in a school environment is essential for this post.	1,2		
Skills/Abilities	Able to contribute positively to the work of a team.	1,2	Basic information technology skills, e.g. word-processing, databases, spreadsheets.	1,2
	Self motivated in working with parents/ carers and the child's community.	1,2		
	Able to communicate at a range of levels e.g with children, parents, other professionals etc.	1,2		
	Able to relate observations to records and planning.	1,2		
	Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes.	1,2		
	Able to keep accurate records.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
Competencies	Able to demonstrate appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to use of authority and maintaining discipline	1,2		

Equality Issues	Able to identify and act upon discrimination.	1,2		
Specialist Knowledge	Demonstrable knowledge of child development and able to relate this to practice in small steps.	1,2		
Education and Training	NNEB or BTEC or NVQ level 3 in childcare or equivalent qualification. Commitment to further job related training.	4 1,2	First Aid Certificate Further relevant studies. Willingness to undertake specific and case related training to meet health and educational needs of named individual pupils.	1,2 1,2 1,2
Other Requirements	Willing to be flexible in scheduling where/when work will take place between home/school/other environments.	1,2 1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

CVs will not be accepted for any posts based in schools.