



Job Title: **Apprentice Teaching Assistant Job Description**

Grade: **Apprentice Wage**

Post Number:

Responsible To: ***SLT, Class Teacher, Apprentice Lead, Wellbeing Team***

Responsible For: ***Pupils***

Key **Teachers, Other classroom support staff, SENCo**

**Relationships/
Liaison with:**

Job Purpose:

An Apprentice Teaching Assistant will work under the direction and supervision of a teacher to enhance SEN pupils' education, life skills and emotional well-being by providing specialist learning support for pupils with complex needs by planning and undertaking activities to fully support learning and personal and social development

Due to the complex nature of our children, there is an expectation that all staff contribute to the shared responsibility and care of our learners. At times this will present situations that are significantly different to a mainstream setting such as:

1. To work with teachers and therapists to encourage the physical, intellectual, emotional and social development of pupils by providing assistance in educational activities as directed.
2. To assist in the efficient preparation and use of teaching materials and equipment
3. To assist in ensuring that the personal and social needs are attended to.

Occupational Standards:

MAIN DUTIES AND RESPONSIBILITIES:

- To plan and provide specialist support to pupils with identified disabilities, SEN, sensory impairments and complex needs to access a broad and balanced curriculum of education by modifying and adapting learning activities as appropriate.
- Engage with relevant training and competently undertake tasks related to individual pupil care, medical, and health needs. This may include, but is not limited to, naso-gastro feeds, suction, catheterisation, chest percussion.
- Supports the special education and personal social wellbeing of pupils by adapting and differentiating activities to enable them to access the curriculum under the direction and guidance of teachers or advisory staff
- Provides full-time supervised support for individual pupils and groups inside and outside the classroom (children's homes) to enable them to fully participate in activities.
- Records child protection issues/situations and reports them to the relevant child protection officer and in some instances the teacher.

- Contributes to the implementation of pupil's Individual Education Programmes, Assessment & monitors and records progress. Plans for and works towards pupil's recommendations and targets from their Education & Health Care Plans by documenting and recording progress.
- To maintain accurate records and assist in administrative tasks.
- To assess, record and report on development, progress and attainment using detailed specialist knowledge.
- To support the aims and ethos of the School and where appropriate, the wider Trust.
- To set a good example in terms of dress, punctuality, and attendance.
- To support parents and enable them to understand their children's complex needs and give sound advice in regards of their child's education.
- Works with parent/carers to support pupils' learning, social emotional needs, and medical needs.
- To use teaching and learning objectives to plan, evaluate and adjust lessons and work plans within agreed systems of supervision.
- Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, medical support, early years, or EAL etc).
- To attend to pupils' personal needs including toileting, hygiene, dressing and eating as well as providing help with social, welfare and health matters
- To be proactive in matters relating the Health & Safety, Child protection/safeguarding and administration of medication/ First Aid etc.
- To provide appropriate supervision to individuals or groups.
- To liaise with staff and other relevant professionals and provide specialist support and advice to meet the needs of the pupils, including attendance at, and contribution to, reviews; Liaises with other professionals, such as speech therapists and occupational therapists, etc.
- To share and adopt best practice and specialist training with other staff.
- To implement and promote the Trust and schools, SNTS policies and procedures relating to all areas of employment and service delivery.
- Attends mandatory SEN training e.g. Speech & Language, infection control hygiene guidelines, manual handling and lifting and hoisting, Team-Teach, Autism, ADHD, behaviour, physical multiple learning difficulties (PMLD), child protection, safeguarding etc to undertake work and responsibilities in line with the training and development agency

Other Tasks and Objectives

- To assist teachers in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils.
- To use behaviour management strategies in line with school's policy and procedures which contribute to a purposeful learning environment appropriate to their age and special needs.

- To ensure appropriate specialist support is provided for each pupil dependent on their individual needs.
- To promote the inclusion of all pupils ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
- To be responsible for promoting and safeguarding the welfare of vulnerable pupils and young people within the school.
- Works under the instruction and guidance of the class teacher to support the teaching and learning activities in the classroom with pupils who have complex needs and profound learning difficulties.
- Provides support to the class teacher in the management and organisation of the pupils and the classroom.
- Works closely with other professionals such as speech therapists and/or physiotherapists Supports pupils that have personal care needs which includes changing nappies, incontinence pads, sanitary towels, or soiled clothing or catheterisation.
- Provides support for pupils at lunch-time, and assists with complex feeding needs such as nasal gastro tube or enteral feeding. Guidance and training from professionals should be given prior to this.
- Supports pupils in the playground at lunchtime and break times following agreed health & Safety procedures and with full awareness of the risks they can present to themselves and others.
- Follows agreed manual handling procedures and follows a programme for prescribed medication under agreed guidance and training.

Supervision Responsibilities

- Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment & guidance.
 - support for pupils displaying challenging behaviour. (could be away from the classroom)
 - support for pupils requiring manual handling due to physical disabilities.
- Plans and delivers speech and Language programmes etc provided by the relevant professionals.
- May supervise whole classes of pupils, when teacher is absent or called away from the classroom for short periods (in the absence of the TA3).
- Support small groups or individual pupils through learning programmes away from the classroom e.g. Tac-pac, interactive play, Sensory room etc
- Supervises individuals, small groups or a class of pupils, e.g. as they arrive/leave the class and at outdoor learning time.
- All above under the direction of the teacher.
- Supervises pupils at lunchtime outside or supports pupils with complex feeding needs. e.g. Gastro tubes, sensory issues, allergies, self-limiting diets (Autism) behaviour, Medical needs in the dinner hall.
- All above under direction of the HLTA.
- Supports new teachers/TAs with pupil behaviour.
- Provides comfort and delivers immediate care for minor accidents (excluding duties of the designated first aid officer.)
- Provide personal hygiene care to pupils as necessary within the H&S guidelines.

Creativity and Innovation

- Contributes to whole School/College policy development.
- E.g. through in-house staff meetings on behaviour, Health & Safety, child protection etc.

- All training on SEN all staff contribute/share best practice
- Attend classroom planning meetings; staff team go through teachers planning and contribute ideas on how to implement teaching and learning activities for the pupils.
- Assists in assessment and review of individual pupils or groups of pupils' progress and statement review meetings.
- Supports implementation and acts on strategies to manage pupil behaviour.
- Contributes to curriculum planning, evaluation and implementation.
- Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities using specialised training e.g. Makaton, Pec's etc.
- Uses ICT to support children's learning under direction.
- Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.
- Assists with the day-to-day management of the learning environment, e.g. care & preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School/College displays, art area designs, etc.
- Supports the School/College in enabling all pupils to access the curriculum.
- Assists in the management of pupil behaviour.
- Undertakes specialised training to further support pupils. learning and management and develop ideas to continue to improve own professional development
- Provides feedback to the teacher about learning activities.
- Uses specialised training and develop alternative methods for achieving the traditional National Curriculum outcomes. appropriate to each child. e.g. Offer and give new suggestions for applying Literacy and Numeracy lesson plans that better meet the needs of individual pupil(s). based on experience of the child.

Contacts

- Works with children from all communities across the city 0-19yrs and their families/parents/carers.
- Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus i.e. Pec's. Makaton and teach methods for Autism.
- Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.
- Extends play-based learning in indoors and outdoors.
- Assists in the development of communication skills and role-play using a variety of communication methods e.g. Makaton, Pec's.
- Assists in pupils' personal, social, emotional and self-esteem development.
- Occasional contact and liaison with community organisations and local Safeguarding agencies order to maintain safety and wellbeing of child/ren
- Deals with child protection issues/situations as a matter of urgency by supporting, recording and referring them using the designated procedure.
- Becomes the regular appointed person for a named pupil in relation to the individuals care plan e.g. A student with severe anxiety that may harm themselves.
- Main contacts are with pupils and classroom teachers, plus parents/carers and also will work closely and interact with specialists, advisors, etc on pupil issues.
- Uses the school's specialist training to supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton, Pec's, teach and other communication aids
- Provides pupils with the support specified by the teacher.
- Provides comfort & arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider.)
- Encourages and reinforces positive interaction for pupils with targets.

- Home visits to children's homes supporting parent/carers with form filling, support agencies, etc. Also, frequently acts as an interpreter during these visits.

Resources used or managed

- Manages small amounts of Petty Cash:- taking money from book bags, e.g. dinner money, trip money, uniform money, recording it then taking it to the office.
- Actively involved in the day-to-day management and care of learning resources.
- Responsible for ordering classroom resources
- Regularly uses own transport or public transport to facilitate trips e.g. trips to local places for independence.
- Uses own or public transport to support pupils learning in their own home environment.
- Drives mini-buses on trips, with adaptive measures.
- Uses normal office equipment, laminators, photocopiers, etc.
- Uses, sets up, clears away visual/hearing aids, hoists, wheelchairs, etc.
- PC & paper records, registers, admission forms, lesson plans, folders, displays, etc.
 - Digital cameras and video equipment used to record children's learning and recreational activities Agreement to take store securely and use photographic and recorded images of children sought from parents and carers. This is required to be updated annually and stored safely in line with data protection legislation,

Physical effort & IT usage

- Holding, supporting, lifting children, equipment & materials, sometimes using hoists, wheelchairs etc. Most special schools/units/special needs teaching service have a variety of pupils with physical, sensory, emotional behavioural difficulties, Autism e.g.
- Some schools require pupils who have physical difficulties to be supported following manual handling procedures. (training given)
- Special schools and SNTS nurseries take pupils who are still in need of toilet training or pupils who are in nappies due to physical difficulties the age range of this pupil's can be from 4 to 19 years. Staff will be required to provide these pupils with intimate care in line with the school's intimate care policy and or all policies relating to personal care of pupils.
- Standing, walking, etc, sitting (often in very small low chairs).
- Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, I pads, specialist programmes to make resources, suitable for learning difficulties etc. (Daily)
- Also use programmes to produce work sheets for pupils, where needed.
- Use of photo and video evidence.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore a **DBS enhanced check is an essential requirement.**



This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate

Job Title: **Apprentice Teaching Assistant Personal Specification**

Grade: **Apprentice Wage**

Post Number:

	Essential	Desirable	How assessed
<u>Qualifications</u> <ul style="list-style-type: none"> NVQ level 2 or equivalent qualification e.g. Teaching Assistant awards, English GCSE (A*-C), Level 2 Basic Skills Literacy, CACHE Level 2 Certificate in Child Care and Education 		✓	App/Doc
<u>Experience</u> <ul style="list-style-type: none"> Experience of working with children of the age with which the post is concerned. 	✓		App/Int/ Ref
<u>Knowledge</u> <ul style="list-style-type: none"> Knowledge of child protection, health and safety procedures and their application in a school setting. Awareness of a range of frameworks that support the education, development and well-being of children. Knowledge & understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy. Able to relate policies & frameworks relate to the subjects/support required. Attended some half/full day courses of aspects of the curriculum. 	✓ ✓	 ✓	App/Int/ Ref App/Int/ Ref App/Int/ Ref
<u>Skills/Attributes</u> <ul style="list-style-type: none"> Able to plan own work and to exercise initiative and independent action. Able to present information effectively, verbally and in writing. Able to transfer theory/training into practice and demonstrate skills of problem-solving drawing on relevant experience. Able to work with professionals, parent/carers and to offer ideas. Experience of ICT as a learning tool. Able to relate well to adults and children their learning difficulties and their needs. 	✓ ✓ ✓ ✓ ✓		App/Int/test App/Int/Ref/ test Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • Good communication and interpersonal/listening skills. • Able to work effectively in a team. • Able to take direction but be prepared to take initiative when required. • Able to establish clear boundaries • Will be required to undertake training to support pupils with identified medical needs, personal hygiene in a wide age range taking in to account the pupils right to be treated with dignity, respect and privacy, including drip feeds, nasal gastro and enteral feeding and changing colostomy bags and catheters. • Will be required to undertake training in manual handling. • Will be required to undertake additional training in supporting teaching and learning for pupils with learning disabilities e.g. Teach, speech and language Makaton, Pec's (picture exchange communication system) • Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	✓ ✓ ✓ ✓ ✓ ✓		Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref
<u>General Circumstances</u> <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. • Will be required to undertake additional training in supporting teaching and learning for pupils with learning disabilities e.g. Teach, speech and language Makaton, Pec's (picture exchange communication system) • Attend all in house training at staff meetings, e.g. Safeguarding, Health & Safety, Child Protection etc. 	✓ ✓ ✓		App/Int App/Int App/Int
<u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)