



## Greenfields Specialist School for Communication

### Teaching Assistant Special Educational Needs

Post: Teaching Assistant SEN (Teaching Health Assistant (Health Aide))  
Level: Job Family Reference 1485, Level 3  
Responsible to: Head Teacher

#### **Job Purpose:**

- Jobs require a thorough knowledge of methods, procedure and the curriculum.
- Some will have a more specialist role that will typically cover a deeper knowledge of a narrower range of circumstances.
- Some may supervise teams working on discrete tasks.
- Works under guidance delivery learning.
- Under an agreed system of supervision some may provide cover to classes for short periods of time.
- Jobs require a normal level of courtesy and effectiveness in dealing with other people. Should be able to ask questions, seek clarification and exchange information using tact and diplomacy.
- Uses factual knowledge and reports on factual information to persuade others to take a course of action. Role holders may have a higher level of communication skills to influence, motivate and drive behavioural change as a result of persuasion.
- May assist in whole planning cycle and management/preparation of resources, providing statistical information and involved in delegated project work.
- Likely to interact with colleagues, students, parents and carers and educational professionals.

#### **Supporting Students in the Learning Environment**

1. Deliver and evaluate pre-defined and sometimes specialist work programmes and learning activities to students individually, in small groups or in classes, to meet the requirements of students and the curriculum.
2. A specialist role may conduct comprehensive pupil needs assessments and assist in the planning, development and implementation of individual education, behaviour, support and/or mentoring plans and in the planning and evaluating of learning activities to meet the specialist needs of individual students and requirements of the curriculum.
3. Use specialist skills to challenge and motivate students in the learning environment to promote independence and self-reliance, inclusion, acceptance and equality of access to learning opportunities for all students.
4. Assist with the supervision of students and plan activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
5. May assist students with mobility equipment such as using wheelchairs and/or hoists to support students in their learning environment.

#### **Providing Personal and Welfare Care**

1. Provide pastoral and behavioural support where appropriate and assist in the development of and implementation of social activities and the supervision of students to ensure that the schools health, safety and behaviour policies are maintained.
2. Assisting the school nurse or trained member of staff in providing support to the student whilst the member of staff carries out medical procedures so that the school health, safety and behaviour policies are maintained.
3. Deal promptly with conflicting situations using a range of communication techniques and specialist skills to encourage all students to take responsibility for their own behaviour and promote independence.
4. To care for a sick or injured child referring them when necessary to the school nurse or trained member of staff and accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.
5. To take training provided by CYPN (Children & Young Peoples' Nurse) annually to facilitate administering gastrostomy feeds.
6. To undertake catheterisation and the administering of medications with the support of an additional member of staff (who will provide cross checking).
7. To administer emergency medication for prolonged seizures: ie; Midazalem, Rectal Diazepam, Inhalers, Jextpen and Epipen.
8. To administer suction and oxygen as and when required.
9. Provide support, care and management for young people with tracheostomy.
10. Provide support, care and management for young people with stomer.

11. Provide support, care and management for young people with nasogastric feeding.
12. Provide support, care and management for young people with gastrostomy feeding.

### **Administrative Support**

1. Provide clerical and other support to meet service delivery requirements (for example production of work sheets, photocopying, laminating).
2. Supervise students on visits, trips and out of school activities/community as required to meet service delivery requirements.
3. Administer and assess routine tests, assessments and undertake marking of students work to meet requirements of students and the curriculum.

### **Working with People**

1. Contribute to team development activities and assist in the supervision, training and development of less experienced colleagues to support the achievement of individual and team performance and development objectives.
2. Build and maintain positive working relationships with students, parents, carers, colleagues and professionals, to communicate internally and sometimes externally on student progress and maximise student development and maintain the overall ethos of the school.
3. Be involved with other agencies to ensure consistency in communication with students.
4. Observe/use awareness of behaviour, knowledge of a range of different behaviour management and communication strategies. Adapt existing strategies/methods as necessary and use specialist skills and complex communication strategies to actively diffuse/deal with disruption by students in class.

### **Working with resources and Information**

1. Contribute to and may co-ordinate the resource ordering process particularly in a specialist area to ensure the timely availability of resources to meet the requirement of the curriculum.
2. Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.
3. Monitor, observe, evaluate, record and report with appropriate evidence to teacher, including feedback to students, and participate in the gathering of information, completion of student profiles and records of attainment to maximise student development.
4. May participate in the monitoring and review of student progress to assist in the setting of individual educational plans and personal attainment targets for students.

### **Additional Work Elements**

- Physical effort is required throughout the day when attending to students' personal care needs and assisting students with mobility equipment such as using wheelchairs, standing frames, walking aids and/or hoists. This work is undertaken in accordance with health and safety policies and procedures.
- May experience regular physical and/or verbal abusive behaviour from some students. Where required, and suitably trained uses appropriate physical intervention techniques in accordance with policies and procedures.
- Works in an environment where at times throughout the day they experience unpleasant elements such as bodily fluids.
- All 24 tasks as outlined in the National Agreement (2003) can be included in the jobs staff are expected to complete.
- Training: Safeguarding/Child Protection, Manual Handling, Team Teach are compulsory for all staff
- Implementation of additional training as required eg. Minibus, Pecs, Catheterisation.

(see attached training record)

Staff Member: ..... name

Staff Member: .....signed

Head Teacher: .....signed

Date: .....

**Greenfields School & Sports College**  
**Teaching Assistant Special Educational Needs**  
**Job Family Reference 1485, Level 3**

**Person Specification**

<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• NVQ Level 3 or equivalent in relevant subject.</li> <li>• Training in literacy/numeracy and/or a particular curriculum or learning area (for example; sign language, bi-lingual, dyslexia).</li> <li>• Appropriate IT and keyboard skills.</li> <li>• Appropriate level of data protection, security and confidentiality awareness.</li> <li>• Appropriate level of literacy and numeracy skills, ie GCSE or equivalent.</li> <li>• Aptitude for working with children with special educational needs.</li> <li>• Good relationships with client group</li> <li>• Good relationships with colleagues</li> <li>• Good attendance/ sickness record</li> <li>• Ability to deal with challenging situations</li> <li>• Ability to deal with students' personal needs</li> <li>• Willingness to train/develop skills and knowledge</li> <li>• Willingness to accept a personal challenge/change of direction</li> <li>• Good communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid/training in specific medical procedures as appropriate.</li> <li>• Working knowledge of national curriculum and other relevant learning programmes.</li> <li>• Understanding of corporate equalities standards and diversity issues and impact in immediate work area.</li> <li>• MIDAS training/qualification.</li> <li>• Pecs training</li> <li>• Team Teach trained</li> <li>• Teaach trained</li> <li>• BSL training</li> </ul>

## TRAINING RECORD

### Essential

Team Teach	Date
Safeguarding/Child Protection	Date
Manual Handling	Date

### Additional

Catheterisation	Date
Teacch	Date
Minibus (MiDAS)	Date
MPV (MiDAS)	Date
Minibus Clamping	Date
Pecs	Date
Gastrostomy Feeds	Date
Rectal Diazepam	Date
Buccal Midazalam	Date
Hydrotherapy/Life Saving	Date
Food Hygiene	Date
Epipen / Allergy	Date
Epilepsy	Date
Rebound	Date
Intensive Interaction	Date
AAC	Date
Food Hygiene	Date
Abdominal Massage	Date
Fire Marshall	Date
Residential Leaders	Date
Diabetes	Date
Suction	Date
Oxygen Delivery	Date