

POLDEN BOWER SCHOOL

JOB DESCRIPTION

Name:			
Grade:	13	Salary Range:	
Job Title:	Specialist Sensory Teaching Assistant		
Reports To:	Class Teacher		
Main Purpose of Job: Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.			
This Job Description is directed towards a TA in a Special School. - Assist the Executive Head teacher, Head of School and teachers in the development and implementation of a programme of work for a student with a sensory impairment. - To work on a one-to-one basis supporting a specific student and other students on occasions when the student is absent from school. - Use BSL to support a student allowing them to communicate effectively, and access information to learn. - To be sensitive to times when you will need to step back in order for student to achieve their full learning potential. - To support on a one-to-one basis and in groups to support students to engage more readily in activities - To feel comfortable and confident with very diverse learners. - To be a good team player when assistance maybe needed with other students.			
Main Responsibilities and Duties: What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.			% of Time
Support the teaching and learning processes. Typically the job will include all, or most of the following elements: Under the guidance of your line manager: Develop and apply knowledge and understanding of student general and specific learning needs to ensure that support is given to them at an			

appropriate level, working within a duty of care framework with the teacher in developing individual learning priorities.

- Specialist support is delivered individually and in groups through a range of strategies, these may involve:
 - Supporting and directing literacy and numeracy tasks, simplifying direction and communicating it appropriately.
 - Work with and support student to ensure they are able to use ICT and other specialist equipment to enhance their learning, using and maintaining a range of specialist resources, delivering pre-determined programmes under instruction from outside professionals.
 - Be creative in making activities accessible for learners.
 - Undertake learning activities specific to students need and to ensure a differentiated approach is used so students can access the curriculum and achieve success.
 - Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide student to become an independent learner.
 - To join in with class discussions about the assessment of learners and promote independence, working with the team to devise a plan of agreed interventions.
 - To establish effective constructive relationships.

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

- Assist in the development, monitoring and evaluation of individual programmes of work and work within the team to plan agreed interventions.
- To upkeep data files, photocopy, and use ICT systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of students' progress.
- Assist when asked in the preparation for educational visits, and where appropriate accompany students.
- The role can be class based or delivering a targeted curriculum throughout the Federation. The requirements will be reviewed on an annual basis and there is a need to flexibility in order to meet the personal requirements of the students
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.

To provide care and supervision of students within the classroom, within the school and outside of the school.

Typically the job will include all, or most of the following elements: • Supervise students around the school. Supervise students in the playground and when entering and leaving using school transport. • Escort students to school transport or parental transport, home or to hospital as necessary. • Assist in the assessment of individual achievement as directed by the class teachers. • Develop an understanding of and provide for student specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the student in respect of toileting, eating, mobility and dispensing medication (following appropriate training)ensuring a compliance in the administration and implementation of specified care arrangements. Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of student: • To hold (or work toward the holding of) a first aid qualification • Where a current First Aid qualification is held, in the absence of other medical facilities: ○ Dispense medicines in accordance with school policy. ○ Undertake First Aid. • Under the direction of Health Service professionals, undertake activities in support of student such as speech therapy. • You will undertake an area of responsibility such as managing the evidence files and data management for student. • You will be required to meet deadlines within your role to ensure the smooth running of school processes, such as attending/collating information to facilitate person centred review for student. • To be aware of and comply with the Federation Health and Safety and Child Protection reporting procedures.	
Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.	
You would be required to support an individual, with small groups or whole classes under the direction of the head teacher and class teachers. You will be asked to support teaching sessions using BSL	
SUPPORTING PROCESSES	
Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?	
On a daily basis, within prescribed school guidelines and under the direction of teachers, develop a range of strategies to engage individuals in the experience of	

learning and in their personal, social, health and moral education. For example, developing a reward system appropriate to the student.

Use a variety of interpersonal techniques to establish supportive relationships with student and report summarised information to parents/carers and professionals.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual students therefore show initiative to build on established programmes.

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of students with special educational or personal needs that will be reported after the incident.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Most of the working day is spent standing, with periods of crouching / bending to engage students in activities.

Substantial physical effort is required on a regular basis in providing assistance to students with significant physical disability. There may be an occasional need to physically lift students, such as for safety or care needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression.

Contacts and Relationships: Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.

Contact with staff and visiting medical professionals in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with parent carers and other agency staff to provide support for student, and convey information as appropriate such as giving feedback on student' progress. Such communications can be of a delicate nature depending on individual need, and should only be undertaken with the support of a teacher.

Additional Information: *Anything else which is relevant to the job which is not adequately covered elsewhere.*

The job holder will be predominantly working with a sensory impaired student. Patience is always required when working with children, and our students are no different. Lessons need to be stimulating, and motivating in order for learning to take place.

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Experience of working with children in an educational setting with students who have complex and profound additional needs.

Qualities required are the ability to maintain confidentiality at all times.

Loyalty, commitment, patience.

Flexibility, good organisational skills, the ability to be firm and clear in directions given

To be numerate and literate to a high standard

To work effectively as a team member

To have good communication skills.

Knowledge of students' individual targets.

Where appropriate, you must be prepared to undertake special skills training eg specialist equipment to meet additional educational and communication needs.

A willingness to attend courses as required to enhance your knowledge, understanding and skills to improve the level and quality of support given to student.

Knowledge of legislation and regulations applicable to the support and care of students with hearing loss.

An education standard equating to GCSE grade C in English, Mathematics and Science would be preferable, together with a qualification relevant to supporting the learning process in schools.

A suitable qualification for this post would be NVQ or Certificate of BSL or similar or evidence of sustained training and development in relevant skills to enable the post holder to work to the appropriate standards to support the needs of a student with sensory impairment.

This list is not exhaustive and you may be asked to complete other tasks as requested by your line manager.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Employee: Date:

Head of School: Date: