



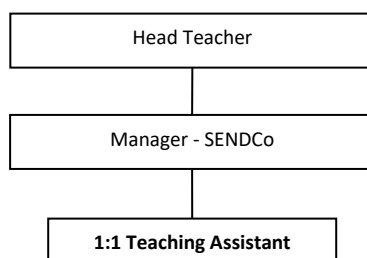
JOB DESCRIPTION

TITLE:	TEACHING ASSISTANT (1-1)
SCHOOL:	SOMERLES JUNIOR SCHOOL
RESPONSIBLE TO:	SENDCo
GRADE:	SCP6-8

Purpose of Post:

Support the class teacher in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with pupils. To provide support for pupils with a medical condition, to ensure that service users with medical conditions, of both physical and mental health, are supported in school so that they can play a full and active role and achieve their potential. Safe administration of medicine where required and support with toileting and feeding as necessary.

Organisation Chart:



Principal Responsibilities:

1. Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individuals or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Contribute to the intellectual and social development of pupils and work with individual children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed. Prepare, maintain and deploy appropriate learning aids, materials and equipment.
2. Contribute significantly to the planning of teaching and learning for the whole class and/or individual pupils. Contribute to the planning of lessons and work programmes, the devising of activities and target setting.
3. Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Individual Educational Plans where relevant) keeping detailed records of individual's progress.
4. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
5. Under the direction of the SENCO/Headteacher 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, education welfare officers, to meet the personal and educational needs of individual pupils.

6. Ensure the appropriate booking in and out of service user's medication and controlled drugs, as per the policies and procedures. Ensure the safe storage of service user's medication and controlled drugs.
7. Ensure that the administration of medication and controlled drugs is undertaken as per the service user's needs, their Statement, EHC plan, or appropriate Healthcare Plan.
8. Accurately communicate verbally, and in writing, to ensure all records are maintained in line with the school's Policies and Procedures.
9. Observe, record and report any changes in the service user's conditions and circumstances and ensure that they are reported to senior staff without delay, taking into account severity; urgency; policies; duties and responsibilities to ensure the health, well being and safety of the service user.
10. Provide First Aid and pastoral care and assistance for children who are upset, ill, injured, or require personal hygiene-related care in order to minimise distress and help pupils with feeding, changing etc... Ensure that you keep up to date with training requirements.

DIMENSIONS:

Supervisory Management: None
Physical Resources: None

Financial Resources: None
Other:

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 requirement to deal with vomit and bodily fluids when children are unwell. The role may involve the use of needles and other medical implements.

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 Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

Safeguarding checks

Because of the nature of this job, it will be necessary for the appropriate level of disclosure and barring service check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. **Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from [direct.gov.uk](https://www.direct.gov.uk)**

This post is classified as 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006.

In addition, checks will be made on the public social media profiles of candidates.

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.

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

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 <i>clear examples</i> of how you meet the <i>essential and desirable</i> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	<p>Some experience of working unsupervised as part of a team.</p> <p>Demonstrable experience of working with children with medical needs.</p> <p>Some experience of planning, monitoring and assessment of pupils' work.</p> <p>Some experience of working in an educational setting.</p>	1,2,4	<p>Experience of working in a school environment or equivalent</p> <p>Some experience of working with people with a range of special needs.</p>	1,2,4
Skills/Abilities	<p>Able to communicate effectively with young children- able to empathise, counsel and comfort.</p> <p>Able to obtain, receive, read and complete written records and forms appropriately, including manual and electronic monitoring systems.</p> <p>Able to dispense medication and controlled drugs, monitor, record, order working within the medication policy of the school.</p> <p>Able to use own initiative when reporting concerns and acting on them.</p> <p>Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc..</p> <p>Able to support learning in numeracy at relevant Key Stage.</p> <p>Able to support learning in literacy at relevant Key Stage.</p> <p>Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.</p>	1,2,	<p>Basic information technology skills, e.g. word-processing, databases, spreadsheets.</p>	1,2
Competencies	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • Appropriate motivation to work with young people 	1,2		

	<ul style="list-style-type: none"> • ability to form appropriate relationships with young people • emotional resilience in working with challenging behaviours • appropriate attitudes to use of authority and maintaining discipline. 			
Equality Issues	Demonstrable understanding of equality issues and able to implement them in all aspects of working practice	1,2		
Specialist Knowledge			Some knowledge of how pupils learn. Some knowledge of curriculum requirements.	1,2,4
Education and Training	First Aid certificate, or able to train and pass. NVQ Level 2, or equivalent, or working towards this. To have a willingness to attend relevant courses and a commitment to personal development.	1,2,4		
Other Requirements	Able to undertake manual and handling tasks. Undertake a satisfactory Childcare Disqualification Form, as per the Childcare (Disqualification) Regulations 2009.	1,2,5		

(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.