

STALHAM INFANT & JUNIOR SCHOOLS

JOB DESCRIPTION

POST TITLE: Specialist Hub of Inclusive Practice (SHIP) TA

RESPONSIBLE TO: Headteacher/SENDCo/Senior Leader

GRADE: D

POSTHOLDER:

1. JOB PURPOSE

The SHIP TAs will work under the instruction/guidance of the SHIP Lead Teacher and HLTA, to promote the learning, progress, standards and safeguarding of the pupils on roll the SHIP, following plans and support from the Lead Teacher. TAs will support in delivering a varied, interesting and targeted curriculum designed to support pupils co-occurring special educational needs and/or disabilities.

The TAs will create a sense of safety through routines and emotional support to ensure that the needs of the children are met. They will support the Lead Teacher and HLTA to follow the routines, approaches, strategies and plans set out. They will support child-centred learning that captures the needs and the interests of the pupils.

The TAs will support pupil's self-esteem, whilst supporting in delivery of individual and small group literacy and numeracy, relationships, sex and health education (RSHE), and therapeutic led activities and lessons. The approaches and support will focus on the individual needs of the child.

Overview/Context

The SHIP supports, delivers and uses bespoke approaches to learning, provided through an enabling environment, differentiated provision and appropriate resources for the children's needs. Using individual approaches and whole setting social approaches the SHIP team develop, support and enhance holistic learning for every pupil.

The children in the SHIP are of an age reflective of the age of the students at the Academy. The SHIP is designed for up to eight pupils.

The SHIP works closely and collaboratively with the Academy, the family and the child to allow for the students on role to access mainstream classes and integrate as much as possible into the life of the main school. The SHIP's environment and provision must be an outstanding example of how co-occurring needs can be met.

Principle accountabilities / responsibilities of the job

Support in the delivery of the curriculum in a way which is differentiated and adjusted so that the children can access learning that is broad and balanced, willingly and without anxiety.

Assist the Lead Teacher and HLTA in activities, lunchtime supervision, delivery of lessons and working with children. Assist in the creation and implementation of detailed individualised plans and interventions intended to best meet the varied needs of the children and support them to thrive in the classroom and wider school life.

Be responsible for promoting and safeguarding the welfare of children within the SHIP and wider school context, raising any concerns through following school protocol/procedures

To demonstrate a knowledge of specific learning difficulties and the specific learning programmes and activities necessary when supporting children in the school.

To be conversant with, and work towards, fulfilling the school's aims and objectives as laid out in policy documents.

MAIN RESPONSIBILITIES:

1. To assist the Lead Teacher and HLTA within the SHIP to:
 - Work with pupils on an individual or group basis
 - Support in the preparation of specific areas of the curriculum
 - Assist in the assessment and recording of educational activities
 - Support the efficient preparation of classroom materials, resources, and equipment
 - Be proactive in suggesting activities within the framework of the overall planning set by the teacher
 - Utilise ICT in helping to deliver the curriculum to groups and individuals
 - Always provide co-regulation to children, supporting their development of self-regulation
 - Assist with the supervision of children outside of lesson times, including visits, trips and out-of-school activities as required
2. Work with groups and then provide feedback to the Lead Teacher.
3. Understand the general school curriculum, the environment, processes and practices and specific learning programmes.
4. Be responsible for the safety of children by giving them adequate support and supervision.

5. Establish with the staff team appropriately high expectations, giving clear guidance to children about behaviour, enabling them to achieve and engage successfully and positively in school.
6. Attend meetings as required to discuss children on an individual basis and contribute towards establishing a unified and consistent approach throughout the school. This may include attending staff meetings on occasions and may also include contributing to a pupil's reports or plans in either written or verbal form.
7. Be prepared to engage and interact with parents.
8. Participate fully in the daily observation and recording of progress, giving feedback to Lead Teacher and HLTA.
9. Maintain personal development by involvement in, and attendance at, relevant aspects of the school's Staff Support and Development Programme.
10. Perform any tasks that the Headteacher, SENDCO and Lead Teacher may reasonably request.
11. Take part in the initial and advanced Norfolk Steps training and to ensure that this is updated on an annual basis as directed by the Headteacher.
12. Ensure that skills in behaviour management are constantly revisited to enable working individually with children who exhibit high levels of dysregulation.
13. To coordinate display work for classrooms and corridors.
14. To participate in work with partner schools on integration projects or outreach projects in line with the aims of the SHIP.

Relationships

1. Develop effective, consistent relationships that promote emotional safety for pupils.
2. Use a calm, consistent approach using language and scripts to embed consistency for children.
3. Use supportive approaches to enable transparent and aspirational expectations and outcomes for children.
4. Use language tone and body language to create strong safe relationships with pupils.
5. Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision when ready.

6. Build strong pupil:adult relationships on a foundation of promoting positive, safe behaviour.
7. Use approaches based on understanding and supporting co-occurring special educational needs.
8. Provide co-regulation to pupils at all times to support the development of their self-regulation.

Other Job Information

An enhanced DBS check is required. A full driving licence is required.(special factors or constraints and physical requirements or environmental conditions that the job holder will encounter, including how long they last and how often they occur).

General Information

- The job description details the main outcomes of the job and will be updated if these outcomes change
- Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties.

ACCEPTANCE

I acknowledge receipt of this job description of which this is a copy

Signature:.....Date:.....