

## Polden Bower and Avalon Federation

### JOB DESCRIPTION

<b>Name:</b>			
<b>Grade:</b>	13	<b>Salary Range:</b>	Point 6-11
<b>Job Title:</b>	Senior Teaching Assistant		
<b>Reports To:</b>	Class Teacher		
<b>Main Purpose of Job:</b> 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.			
<b>This Job Description is directed towards a TA in a Special School.</b>			
<ul style="list-style-type: none"> <li>To assist the Executive Head teacher and teachers in the development and implementation of a programme of work.</li> <li>To help to provide a stable, caring and supportive learning environment.</li> <li>To be sensitive to times when you will need to step back in order for pupils to achieve their full learning potential.</li> <li>To facilitate social and moral development.</li> <li>To support pupils who may present challenges in their learning and or behaviour.</li> <li>To support learners in becoming more readily engaged in activities.</li> <li>To support on a one to one basis or in groups.</li> </ul>			
<b>Main Responsibilities and Duties:</b> 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
<b>Support the teaching and learning processes.</b> <b>Typically the job will include all, or most of the following elements:</b> Under the guidance of your line manager: <ul style="list-style-type: none"> <li>Develop, maintain and apply knowledge and understanding of pupils' 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.</li> <li>Learning support is delivered individually and in groups through a range</li> </ul>			

of strategies, these may involve:

- Supporting and directing literacy and numeracy tasks, simplifying direction and communicating it appropriately.
- Work with and support pupils 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.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils to ensure a differentiated approach is used to access the curriculum and achieve success
- Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners acting as an effective role model to support appropriate behaviour in others.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy and ICT skills alongside other subjects.
- Contribute to the implementation of the National Curriculum/ appropriate curriculum and specific individual pupil targets and interventions.
- To establish effective constructive and positive 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.
- To upkeep data files, catalogue resources, maintain inventories, 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 pupils' progress.
- Assist teachers in timetabling of individual sessions around their curriculum coverage as required.
- Assist in the preparation for educational visits, and where appropriate accompany pupils.
- To work flexibly and be prepared to work in other classes across the federation when colleagues are absent or to support specific activities.
- To take a lead in the short term to cover short term absence of the class group, under the direction of the Middle / senior leadership team.
- The role can be class based or may be delivering 1:1 or small group

intervention.

- 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 pupils within the classroom, within the school and outside of the school.**

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

- Supervise pupils around the school. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Support pupils with personal care needs including toileting, feeding and medical procedures (training given as appropriate).
- Escort pupils to school transport or parental transport, home or to hospital as necessary.
- Supervise and support pupils during lunchtime including supporting with eating and drinking.
- Assist in the assessment of individual achievement as directed by the class teachers.
- Assist pupils to achieve independence in their eating and drinking, in a controlled environment.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication (following appropriate training) ensuring a compliance in the administration and implementation of specified care arrangements.
- To assume sole supervision of whole classes for short periods in the absence of the teacher, under the direction of middle / senior leaders.

**Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:**

- 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 occupational therapy, physiotherapy and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Plans for pupils with special educational needs, complete 'P' scales and to monitor the achievements' of targets set out on the pupils' plans and assist in the

<p>development of risk assessments.</p> <ul style="list-style-type: none"> <li>• Under the direction of the teacher, undertake an area of responsibility that encompasses whole class development, such as managing the evidence files and data management.</li> <li>• To undertake a key worker role when required.</li> <li>• To facilitate/ support person centred reviews where required</li> <li>• To plan and run after school clubs, where required,</li> <li>• To support inclusion sessions in other settings, working within collaborative/co-operative working relationships in supporting students needs</li> <li>• To be aware of and comply with the Federation Health and Safety and Child Protection reporting procedures.</li> </ul>	
<p><b>Facts and Figures:</b> 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.</p>	
<p>To support new staff by providing mentor support following the Induction handbook and with support from Middle leaders and HR Officer</p>	
<p><b>SUPPORTING PROCESSES</b></p>	
<p><b>Problem Solving and Creativity:</b> 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?</p>	
<p>On a daily basis, within prescribed school guidelines and under the direction of teachers, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, developing a reward system appropriate to each individual pupil.</p> <p>Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.</p> <p><b>Additionally,</b> creativity and innovation are needed to meet the special education and care needs of individual pupils therefore show initiative to build on established programmes.</p>	
<p><b>Decision Making:</b> 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.</p>	
<p>Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.</p> <p>Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.</p> <p>There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special</p>	

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 post 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 pupils in activities.

Substantial physical effort is required on a regular basis in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils, 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 all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health professionals to provide daily support for the pupils with known medical conditions.

Contact with parent carers and other agencies to provide support for pupils, such as giving feedback on pupils' progress. Such communications can be delicate in nature depending on a pupils' particular needs.

Supporting and delivering training within the federation.

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

While the level of pupil needs will vary from time to time, the post holder will be predominantly working with pupils who are sometimes difficult to engage in activities, may present more frequent challenges in their learning and/ or behaviour and where their attention span present more frequent challenges and a need for high levels of patience to attain pupils' individual targets.

**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.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral and written communication. Background knowledge of the curriculum and schools' policies and procedures and the ability to maintain confidentiality at all times.

Knowledge of pupils' individual targets and, where appropriate may require more

specialised knowledge in specific areas.

Must be willing to undertake further training as required to fulfil their role.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training eg signing, PECS, to meet the needs of the pupils.

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

Knowledge of legislation and regulations applicable to the support and care of pupils.

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

A suitable qualification for this post would be NVQ Level 3 or BTEC in Learning Support, or similar or evidence of sustained training and development in relevant skills to enable the post holder to work to the appropriate standards.

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

Employee: ..... Date: .....

Executive Head Teacher: ..... Date: .....