



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

## TA – Level 2 Physical and Sensory

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

### How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### About the role...

#### Main purpose of the role:

- To support the education, wellbeing and inclusion of pupils with physical, medical and sensory needs, ensuring that they are able to access learning and participate fully in school life.
- The postholder will lead, with the support of the SEND Team on the coordination and implementation of support for pupils with physical, sensory and medical needs, including overseeing medical care plans and Personal Emergency Evacuation Plans (PEEPs).
- The role will involve working closely with teaching staff, the SEND team and external professionals to remove barriers to learning, ensure safe practice and promote independence.
- To promote and safeguard the welfare of pupils at all times.

#### Key accountabilities:

- Take a lead role, supported by the SEND Team, in coordinating provision for pupils with physical, sensory and medical needs
- Lead, with support from the SEND Team, on the implementation, monitoring and review of medical care plans.
- Lead, with support from the SEND Team, on the development and implementation of Personal Emergency Evacuation Plans (PEEPs)
- Ensure that staff working with identified pupils are aware of and follow agreed strategies and safety procedures
- Act as a point of contact for staff regarding physical, sensory and medical needs
- Support the SEND Team in ensuring that provision is safe, appropriate and consistently implemented

- Lead, with the support of the SEND Team on ensuring pupils with physical, sensory and medical needs can access learning safely and effectively
- Implement and oversee medical care plans, ensuring all procedures are followed in line with training
- Support and monitor the implementation of PEEPs, ensuring all staff understand emergency procedures
- Support pupils with mobility, positioning, equipment and access arrangements
- Provide support for personal care needs, where appropriate, ensuring dignity and independence
- Monitor pupils' physical wellbeing and escalate concerns appropriately
- Ensure compliance with health and safety procedures and risk assessments relating to individual pupils
- Provide guidance and support to Teaching Assistants and staff working with pupils with physical, sensory and medical needs
- Model effective practice in supporting pupils with additional needs
- Support consistency of provision across the academy
- Supervises and provides particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Pen Portraits/Individual Behaviour Plans/Behaviour Plans and Personal Care programmes
- Establishes constructive relationships with pupils and interacts with them according to individual needs
- Promotes the inclusion and acceptance of all pupils
- Encourages pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promotes self-esteem and independence
- Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils' work
- Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assists with the planning of learning activities
- Monitors pupils' responses to learning activities and accurately records achievement/progress as directed
- Provides detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promotes good pupils' behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Participates in discussions with parents/carers under the general direction of a teacher.
- Administers routine tests and invigilates exams and undertake routine marking of pupils' work.
- Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupils' responses
- Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievement and progress and feeding back to the teacher
- Supports the use of ICT in learning activities and develop pupils' competence and independence in its use

- Prepares, maintains and uses equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use
- Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Is aware of and supports difference and ensures all pupils have equal access to opportunities to learn and develop.
- Contributes to the overall ethos/work/aims of the academy.
- Appreciates and supports the role of other professionals
- Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required
- Assists with the supervision of pupils out of lesson times, including before and after lessons and at lunchtime
- Accompanies teaching staff and pupils on visits, trips and out of Academy activities as required and takes responsibility for a group under the supervision of the teacher
- To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175).

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.

**As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

**About you...**

The postholder will play a key role in ensuring that pupils with physical, sensory and medical needs are able to access the curriculum safely and effectively. The role will support the academy in meeting its statutory responsibilities in relation to health, safety and inclusion. This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

**Qualifications and Training**

Essential

- NVQ 2 for Teaching Assistants or equivalent qualifications or experience
- Level 2 Qualification in English and Maths

Desirable

- First aid training

**Experience, Knowledge and Skills**

Essential

- Experience of supporting pupils with physical, sensory or medical needs
- Ability to take a lead role, supported by the SEND Team, in coordinating provision and supporting other staff
- Understanding of medical care plans, PEEPs and risk assessments
- Proven experience of working in a school or educational establishment
- Experience of working unsupervised with classes / groups of pupils
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Good numeracy/literacy skills.
- A knowledge and commitment to safeguarding and promoting the welfare of children and young people
- Effective use of ICT to support learning.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.

#### Desirable

- Prior experience of working with vulnerable pupils and those lacking in social skills
- Prior experience of working with challenging pupils, some of whom have severe behavioural difficulties.
- Training in the relevant learning strategies e.g. literacy.

#### **Values and Personal Competencies**

##### Essential

- Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels
- Basic understanding of child development and learning.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Ability to write coherently and effectively, using expected standard English
- Committed to the values and vision of the Trust.
- Team focused with the ability to work independently and take initiative.
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.
- A role model of the Trust's Values.