



Job title: Special Needs Teaching Assistant

Salary / grade range	Band 5 SCP 4-6 (Full time equivalent £23,114pa - £23,893pa) (Actual Pay: £17,464 pa - £18,052pa) Monday 08:30 am till 03:45 pm. Tuesday, Thursday and Friday 08:30 am till 03:30 pm. Wednesday 08:30 am till 04:00 pm (to enable attendance at the whole school continued professional development training 3:30pm – 4:00pm). Term time only, plus one week (5days)
Location	Co-op Academy Delius
Reports to	Senior Leadership Team

Purpose of role:

- To complement and proactively support the teacher in planning, delivering and assessing a differentiated and suitably challenging curriculum.
- To complement and proactively support personalised programmes: interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural).
- Work within school policies, procedures and code of conduct under the direction and guidance of line manager and within an agreed system of supervision. This will include but is not limited to;
 - 'Safeguarding and Child Protection Policy' in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.
 - 'Supporting children with Medical Conditions Policy' including infection control policies and procedures including Bare below the Elbows.'
 - Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.



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Key accountabilities (and specific duties / responsibilities):

- To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.
- To be accountable for the support, progress and supervision of pupils within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures e.g. raising safeguarding concerns at the earliest opportunity and participation in school reporting protocols.
- Supervise and provide particular support for pupils with special needs and disabilities, ensuring safety and access to learning activities.
- Assist with the implementation of individual pupils' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.
- Deliver health interventions deemed appropriate to the role. (see Appendix 1)
- Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.
- Be adaptable and responsive, promote self-esteem, engage and motivate pupils.
- Prepare, create and maintain a purposeful, orderly and supportive learning environment to minimise barriers to learning. Take responsibility for the care, storage, preparation, maintenance and use of equipment, including specialist resources such as communication aids, multi sensory equipment, moving and handling aids, physiotherapy and medical equipment.
- Ensure familiarity with pupils' learning intentions and the school's recording system in order to proactively and accurately contribute to the assessment of progress. Feedback constructively to pupils, the teacher and other relevant colleagues.
- Provide classroom support through administrative systems and resources
- Actively participate in team meetings, planning and discussions.
- Ensure familiarity with pupil's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at earliest opportunity e.g use positive strategies.
- Support with physical interventions whenever required following Team Teach training. Report incidents of challenging behaviour in line with the school's policy and reporting systems and offer prompt assistance to colleagues as/when required.
- Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, Ofsted representatives, school reviewers & other professional partners.



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- Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Liaise with parents and other partners as directed by teachers and senior staff
- Support pupils with their use of ICT, as directed by the teacher, and develop pupil's competence and independence in its use.
- Use IT to support the teacher and other senior staff with recording and reporting e.g. uploading photographs and data input for assessment purposes.
- Support pupils outside of lessons e.g. support learning during lunch/break times, accompany staff and pupils on visits and out of school activities; taking responsibility for a group under the leadership of the teacher.
- Continue to promote learning and development during lunch and break times.
- Contribute positively to our school ethos and the overall vision, values and guiding principles of the Academy and Trust.
- Engage professionally with training courses and opportunities provided either by the school or external providers. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date. This will involve collaboration within class teams, taking an active part in team meetings and planning discussions.
- Participate in your own performance development, identify and address any training needs and monitor performance development through active engagement with line manager.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Put pupils first and their safety foremost.
- Contribute to a positive safety culture.
- Follow Standard Operating Procedures (e.g. fire evacuation procedure) and contribute to their review.
- Carry out any other reasonable request as and when required.

This is an outline of the main responsibilities and duties of the post however this list is not exhaustive and may be reviewed as business needs change.



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Personal attributes		
Attributes	Essential (E) Desirable (D)	How measured: Application form (A) Interview (I) Written task (W)
<p>Qualifications</p> <ul style="list-style-type: none"> • NVQ2 for Teaching Assistants or equivalent qualification • GCSE English and Mathematics Grade C/4 or equivalent • Qualifications relating to post e.g. health, children, practical skills, first aid, minibus driving, food hygiene. • Meet the intermediate Threshold Level of English fluency (Immigration Act 2016) 	<p>Desirable</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p>
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with pupils with special educational needs • Experience of working as part of a team • Experience of positive behaviour management and physical intervention • Team Teach trained • Experience of using of hoists and physical positioning equipment • Trained in Moving and Handling • Experience of therapy and health interventions • Experience of contributing to planning and recording pupil progress 	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>	<p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p>



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Skills, Ability, Knowledge		
<ul style="list-style-type: none"> • Evidence of previous personal development 	Essential	A/I
<ul style="list-style-type: none"> • An understanding of the needs of pupils with Special Educational Needs, and the challenges they may face 	Essential	A/I
<ul style="list-style-type: none"> • Willing and able to meet the physical and personal needs of pupils e.g. by using hoists and completing personal care 	Essential	A/I
<ul style="list-style-type: none"> • The ability to provide a range of care including some medical interventions (with training) 	Essential	I
<ul style="list-style-type: none"> • Understanding of child development and learning 	Essential	A/I/W
<ul style="list-style-type: none"> • Familiar with strategies specific to Autism, ADHD, sensory impairment, alternative communication systems, developmental play, early literacy and numeracy strategies. 	Desirable	A/I
<ul style="list-style-type: none"> • Must be able to perform all duties and tasks, with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. 	Essential	A/I
<ul style="list-style-type: none"> • It is a core component of the role for the post holder to be willing, capable and possess the physical abilities to undertake the duties associated with the post by: <ul style="list-style-type: none"> ○ working with pupils who have profound physical difficulties and challenging behaviour ○ undertaking manual and handling of pupils within school policies and practices ○ actively participating in the pool during hydrotherapy or swimming lessons 	Essential	A/I
<ul style="list-style-type: none"> • meeting the hygiene and personal care needs of pupils within school policies and practices. 	Essential	A/I



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Personal Qualities		
<ul style="list-style-type: none"> Willingness to undertake development and training and then apply the skills and knowledge within the role 	Essential	A/I/
<ul style="list-style-type: none"> Ability to relate well to students and adults 	Essential	A/I/W
<ul style="list-style-type: none"> Ability to work constructively and proactively as part of a team: share the workload, remaining calm under pressure, 	Essential	A/I/W
<ul style="list-style-type: none"> Good co-operative, interpersonal and listening skills 	Essential	A/I/W
<ul style="list-style-type: none"> Flexibility and readiness to respond constructively to change 	Essential	A/I/W
<ul style="list-style-type: none"> Mental resilience to meet demands of role e.g. extended periods of challenging behaviour or multiple personal care duties 	Essential	A/I/W
<ul style="list-style-type: none"> Adaptability & readiness to participate enthusiastically alongside pupils in all activities, including sport and performance 	Essential	A/I
<ul style="list-style-type: none"> Takes pride in role and the environment worked in 	Essential	A/I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.



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Appendix 1

Bradford District Achievement Partnership Agreed Delegate tasks

Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. Epipens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training, including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP)).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.
- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) (ask carol e.g ileostomy).
- Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document 'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,' Royal College of Nursing, 2018.