

Job Description – Special Needs Teaching Assistant

School: Hazelbeck School, Wagon Lane, Bingley BD16 1EE

Salary/grade: Actual gross salary £13,113 - £13,848 (under 5 years' service) Salary is paid on the 26th of the month.

Hours of work: 32.10 hours per week, TTO + 1 week.

Reporting to: Headteacher/Senior Support Staff

Core Purpose of the Post

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for students who have a wide range of SEN and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

Main Duties and responsibilities

The Special Needs Teaching Assistant is/will:

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for students and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

Communication/Working with Others

1. Support for Students

- Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher/person in charge.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher/person in charge.
- Assist with the development and implementation of Individual Targets, Behaviour Support Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the students).

2. Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.

- Provide detailed and regular feedback to teachers on students' achievements, problems etc.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Maintain manual and computerised records as requested.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
- Ensure the health and safety of students at all times.
- Establish constructive relationships with parents/carers.
- Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.
- Provide clerical / administration support e.g. photocopying, filing.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and invigilate exams and undertake routine marking of students' work.
- **Support for the Curriculum**
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies, recording progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist students in their use.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff / person in charge and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- Will be required to work with students of any age within the age-range of the school.

Safeguarding

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Other Considerations

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK

Notes

Note: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Last review date: 07/06/2018

Person Specification: Special Needs Teaching Assistant: Hazelbeck School

ATTRIBUTES		ESSENTIAL	HOW IDENTIFIED
1.	QUALIFICATIONS	Able to meet NVQ Level 2 standards or equivalent qualification or experience GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 2 Further qualifications, especially if relevant to child development or education	<i>Form</i>
2.	EXPERIENCE	Experience of/willingness to train for working with pupils with special educational needs (SEND), including those with health/medical and physical needs Experience of/willingness to train for a range of therapy and medical interventions including specialist feeding techniques Experience of/willingness to train for Behaviour Management and Care and Control (including physical intervention) Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level Good ICT skills Experience of working with young people with specific difficulties e.g. MSI, Autism, PMLD Trained in a range of medical interventions, such as tube feeding, administration of medications, suction, etc. Trained in positioning of pupils for access to a range of activities. Team Teach trained	<i>Form</i> <i>References</i> <i>Interview</i>
3.	TRAINING	Appropriate recent INSET experience including special educational needs programme or similar Moving and Handling Training Awareness of Multi-Academy Trusts and Teaching Schools	<i>Form</i> <i>Letter</i> <i>Interview</i>
4.	SPECIAL KNOWLEDGE	An awareness of the learning needs of pupils who have special educational needs Awareness of child development and learning processes. Awareness of behaviour management strategies and good practice Experience of the age range of the school Knowledge of relevant learning programmes/strategies Awareness of Health and Safety requirements	<i>Letter</i> <i>Interview</i>
5.	PERSONAL CIRCUMSTANCES	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school	<i>Letter</i> <i>Interview</i>

		Interest in the school's wider role in the community	
6.	DISPOSITION AND ATTITUDE	<p>A passion for education and a deep-felt desire to make a difference for young people.</p> <p>To like young people and be liked by them</p> <p>To possess educational vision underpinned by values</p> <p>To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</p> <p>Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'.</p> <p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example.</p> <p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself.</p> <p>Understand the importance of work/ life balance.</p> <p>Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.</p> <p>Desire for significant professional development.</p>	<p><i>Letter</i></p> <p><i>References</i></p> <p><i>Interview</i></p>
7.	PRACTICAL AND INTELLECTUAL SKILLS	<p>Critical thinker, Open Minded, Evaluative, Imaginative. Visionary. Risk Taker, Good oral and written communicator. Look smart and professional</p> <p>Skills and enthusiasms beyond work that can be used to fire the imagination of young people and colleagues</p>	<p><i>Letter</i></p> <p><i>References</i></p> <p><i>Interview</i></p>
8.	PHYSICAL	<p>Resilient</p> <p>Excellent attendance and punctuality.</p>	<p><i>References/</i></p> <p><i>Int'view</i></p>
9.	EQUALITY	<p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p>	<p><i>Letter</i></p> <p><i>Interview</i></p>