



JOB DESCRIPTION
Special Need Teaching Assistant (SNTA)
Co-op Academy Delius

1.0 INTRODUCTION

The following information is provided to assist staff joining the Trust to understand and appreciate the work content of their post and the role they are to play in the organisation. The post holder will support the teacher in providing safety, health and wellbeing as well as access to learning across all lessons and non-lesson time. They will assist the teacher in the behavior management of pupils and effective use of resources both within the classroom and across a wide range of other environments throughout the school and community. Formal training will be provided where necessary in specialist strategies, moving and handling, medical interventions, safeguarding, PREVENT, GDPR and Team Teach (de-escalation and physical intervention to support challenging behaviour).

The following points should be noted:

- 1.1 Whilst every endeavor has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- 1.2 This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to services.
- 1.3 This school is committed, where possible, 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.

2.0 PRIME OBJECTIVES OF POST

To complement and proactively support the teacher in delivering effective teaching, learning, assessment and recording.

To complement and proactively support the delivery of care, support programmes, interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural).

- 2.1 To support the class teacher in the planning and delivery of an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- 2.2 Work within school policies, procedures and code of conduct under the direction and guidance of senior staff and within an agreed system of supervision (and delegation). This will include but is not limited to;

2.2.1 'Safeguarding and Child Protection Policy' in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.

2.2.2 'Supporting Children with Medical Conditions Policy' including infection control policies and Procedures including Bare below the Elbows.

2.2.3 Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and career files.

2.2.4 A satisfactory enhanced DBS with barred list check and the Disqualification under the childcare act 2006 requirements are required for this role

3.0 REPORTING, SUPERVISION AND ACCOUNTABILITIES

3.1 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.

3.2 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 within the scope of the role e.g. raising safeguarding concerns at the earliest opportunity and participation in school/NHS incident reporting protocols.

4.0 STAFF MANAGEMENT RESPONSIBILITY

None.

5.0 RESPONSIBILITIES

5.1 Key Tasks

5.1.1 Supervise and provide particular support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.

5.1.2 Assist with the implementation of individual pupils' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including meeting, personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.

5.1.3 Deliver health interventions deemed appropriate to the role according to the Bradford District Achievement Partnership agreed delegated nursing tasks (based on Royal College of Nursing guidance). Refer to Appendix 1.

5.2 General

5.2.1 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.

5.2.2 Adopt an adaptable and responsive approach to engage and motivate pupils and promote self-esteem.

5.2.3 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, sensory, moving and handling, physiotherapy and medical equipment.

- 5.2.4 Ensure familiarity with pupils' pre-determined learning goals and the school's evidence recording system in order to proactively and accurately contribute to the assessment of pupil progress. Feedback constructively to pupils, the teacher and other relevant colleagues.
- 5.2.5 Promote positive values, attitudes and responsible behaviour. Take full account of individual pupils' needs and disabilities when responding to challenging behaviour. Ensure full familiarity with pupil's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at the earliest opportunity. Offer assistance promptly to colleagues whenever needed. 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.
- 5.2.6 Encourage pupils to interact and work cooperatively with others and proactively endeavour to engage all pupils purposefully throughout the day.
- 5.2.7 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, other professionals, Ofsted representatives and school reviewers.
- 5.2.8 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.
- 5.2.9 Support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use.
- 5.2.10 Support teacher and other senior staff in the use of ICT for recording and reporting purposes e.g. uploading photographs and data input for Evidence for Learning assessment tool.
- 5.2.11 Support pupils out of lesson times, including transport before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the leadership of the teacher.
- 5.2.12 Take pride in the Academy and contribute to ensuring the environment is inviting, appropriately stimulating and engaging for all.
- 5.2.13 Contribute to Academy life and the overall vision, values and guiding principles of the Academy and Trust.
- 5.2.14 Professionally engage with training courses and opportunities provided either by the school or external providers e.g. NHS organisations, Team Teach, Moving and Handling. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date.
- 5.2.15 Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- 5.2.16 To carry out any other reasonable request as and when required.

6.0 PROFESSIONAL EXPECTATIONS OF SUPPORT STAFF

6.1 Put pupils first and their safety foremost.

6.2 Follow Standard Operating Procedures (e.g. fire evacuation procedure)) and contribute to their review.

6.3 Work as partners with class teams by taking an active part in team meetings and planning discussions.

6.4 Provide support for classroom colleagues through administrative systems and resources.

6.5 Liaise with parents and other partners as directed by teachers and senior staff.

6.6 Rigorously apply school policies and ensure procedures are followed.

6.7 Continue to promote learning and development during lunch and break times.

6.8 Participate in your own performance development, identify and address any training needs/other learning activities and monitor performance development through active engagement with your line manager, pathway Lead and CPD coordinator.

6.9 Contribute to a positive safety culture.

Whilst every endeavour has been made to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities

As business changes, roles will naturally evolve. Job descriptions will be reviewed with jobholders and updated periodically to reflect this.

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 after receiving training to do so;

- 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.



Academies Trust

Person Specification
 Special Needs Teaching Assistant (SNTA)
 Co-op Academy Delius

Co-op Academies Trust, 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”.

<i>Attributes</i>	<i>Essential</i>	<i>Desirable</i>	<i>To be identified by: (e.g. Application Form, Selection Process, Reference etc)</i>
Experience	Experience of supporting children to develop and thrive. Experience of working as part of a team	Experience of working with pupils with a range of special educational needs and disabilities Experience of behaviour management strategies Experience of the use of hoists and physical positioning Experience of therapy and health interventions Experience of contributing to planning and recording pupil progress	Application Form and Selection Process
Qualifications	GCSE English and Mathematics Grade C or equivalent	NVQ2 for Teaching Assistants or equivalent qualification Qualifications relating to post e.g. health, children, practical skills, first aid, minibus driving, food hygiene.	Application Form
Training	Willingness to undertake development and training and then apply the skills and knowledge within the role Evidence of previous personal development	Trained in areas relevant to post e.g. Child Protection, IT, Team Teach, moving and handling, epilepsy, Makaton, PECs, Intensive Interaction	Application Form and Selection Process

Special Knowledge	Understanding of child development and learning	Understanding of the issues relating to students who have special educational needs Trained in Health and Safety, including risk assessment. Autism, ADHD, sensory impairment, alternative communication systems, developmental play, early literacy and numeracy strategies, Boardmaker	Selection Process
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Equality	A personal commitment to equal opportunities, diversity and promoting good race relations Candidates should indicate an acceptance of and commitment to the principles underlying the Trust's Equality Policy	Trained in Equality of Opportunity	Selection Process
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Disposition Adjustment/Attitude	Ability to relate well to pupils and adults Ability to work constructively and proactively as part of a team and share the workload Ability to remain calm under pressure Good co-operative, interpersonal and listening skills Flexibility and readiness to respond constructively to change Mental resilience to meet demands of role e.g. extended periods of challenging behaviour or multiple personal care duties Readiness to enthusiastically participate alongside pupils in all activities, including sport and performance Takes pride in role and the environment worked in	Ability to adapt methods and responses to the needs of different pupils Understanding of classroom roles and responsibilities Humour	Selection Process and Reference
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<p>Practical & Intellectual Skills</p>	<p>Meet the Intermediate Threshold Level of English fluency (Immigration Act, 2016) Good numeracy and literacy skills Ability to use ICT effectively in relation to post Good organisational skills Ability to use relevant equipment/resources</p>		<p>Application Form and Selection Process</p>
<p>Physical</p>	<p>Must be able to perform all duties and tasks, with reasonable adjustment, where appropriate in accordance with the Equality Act 2010. Possess the physical abilities to undertake the duties associated with the post and meet the demands of the role. Ability to cope with requirements of the post, which will include working with pupils who have profound physical difficulties and challenging behaviour. It is a core component of the job for the post holder to undertake moving and handling of pupils, within school policies and practices, and to actively participate in the pool during hydrotherapy or swimming sessions. It is a core component of the role for the post holder to be willing and capable of meeting the hygiene and personal care needs of pupils, within school policies and practices.</p>		<p>Application Form and Selection Process</p>

Circumstances - Personal	Will not require holiday leave during term time Must be legally entitled to work in the UK No contra-indications in personal background or criminal record indicating suitability to work with children/young people/vulnerable clients/finance (A satisfactory enhanced DBS with barred list check and the Disqualification under the childcare act 2006 requirements are required for this role)		Application Form, Selection Process and DBS check
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