

# Job Description and Person Specification

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## Role

Special Needs Teaching Assistant  
Beckfoot Trust  
Salary/Grade: Band 5  
Reporting to: SENDCO

# JOB DESCRIPTION

## Corporate Responsibilities

- Provide learning and wellbeing support for pupils with a range of significant SEND needs, recognising and responding to individual needs and supporting students to achieve top 10% outcomes in a remarkable learning environment
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager This role involves engaging with pupils in regulated activity relevant to children.

## Key Duties and Responsibilities

- Establish constructive and positive relationships with pupils
- Support and deliver agreed learning and wellbeing activities/programmes appropriate to pupil's needs, monitoring and adjusting as needed to facilitate remarkable progress both in and out of the classroom including the hydrotherapy pool
- Support pupils with access to learning and activities, providing guidance and ensuring physical, social, emotional, and intellectual development
- Assist with the development and implementation of Education Health Care Plans (EHCPs) and/or Personal Care Programmes including meeting hygiene, therapy, and health needs
- Physically assist a pupil as required in line with Trust policies and procedures
- Administer tests, invigilate exams, and undertake routine marking of pupils' work
- Provide accurate and constructive feedback to the teacher and pupils to support progress
- Set challenging expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interacting with pupils, engaging in activities led by the teacher
- Track and monitor pupil progress, recording pupil responses against learning objectives
- Prepare, maintain, and use specialist resources to meet relevant learning and welfare needs
- Promote positive values, attitudes, and behaviour, maintaining a purposeful and supportive learning environment
- Deal promptly with incidents and concerns, reporting where appropriate in line with school policy
- Promote and reinforce the inclusion, acceptance, and integration of all pupils
- Participate in the planning cycle and development of assessments in relation to pupil needs
- Communicate with families, gathering and reporting information as directed
- Assist with the supervision and welfare of pupils, contributing to effective behaviour management in school
- Participate in extracurricular /enrichment activities, such as outings, social activities, and sporting events to enhance learning and engagement
- Provide administrative and organisational support for the teacher / department
- Maintain accurate records using relevant systems in line with policy and records management procedures
- Attend meetings and undertake duties as required in line with school calendar, sharing expertise and supporting others
- Contribute to the development of systems and procedures in the department, support the life of the school and work within the overall aims and objectives of the school

## Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Engage in in training opportunities, meetings, and networks to support and maintain excellent service delivery and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Actively engage in the school coaching offer and appraisal process

## Health Interventions

There is a comprehensive framework in place for training, support, supervision, and competency assessment for school staff delivering health interventions. This complies with local and national guidance on the delegation of health tasks to non-health support workers (Royal College of Nursing, 2018), infection control guidance including bare below the elbows (NICE, 2017).

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The decision for staff to deliver health interventions will be based on pupil need and where applicable, will be made in conjunction with NHS professionals to ensure decisions are appropriate and there is sufficient opportunity to maintain skills and competency.

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School staff may be required to support pupils with the following health interventions:

- 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 intra-nasal midazolam and Hypo Stat or Gluco Gel
- Assist with inhalers, cartridges and nebuliser
- 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. This would be prescribed by a doctor, children's respiratory nurse specialist or a paediatric respiratory physiotherapist
- 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) and involves a mask worn on the face which fills with oxygenated air
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner. E.g. GP, Pediatrician, Children's Diabetes Nurse Specialist
- Bolus or continuous feed via naso-gastric tube or gastrostomy or using a pump via gastrostomy or jejunostomy
- Stoma care including requirement to maintain patency of stoma in an emergency situation prior to seeking advice from a registered nurse
- Catheter care
- Rectal medication with a pre-packed dose i.e., rectal diazepam
- Re-insertion of percutaneous endoscopic gastrostomy tubes in specific named cases

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

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.

## Intermediate Fluency Duty Required:

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. The post holder should demonstrate they can: Express themselves fluently and spontaneously with minimum effort and only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Date: March 2023**

*This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.*

*Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.*

# PERSON SPECIFICATION

## Special Needs Teaching Assistant

|                               | Essential Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable Requirements                                                                                                                                                                                  | How Identified                                                                   |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Qualifications                | <ul style="list-style-type: none"> <li>Minimum of GCSE (A-C/ 4+) English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Level 2 qualification in relevant discipline</li> <li>Evidence of relevant CPD activities</li> <li>First aid qualification or willing to work towards</li> </ul> | <ul style="list-style-type: none"> <li>Application</li> </ul>                    |
| Experience                    | <ul style="list-style-type: none"> <li>Experience of providing learning or wellbeing support for children</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Experience supporting in a special school</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul> |
| Knowledge, Skills and Ability | <ul style="list-style-type: none"> <li>Knowledge and understanding of child development and teaching strategies</li> <li>Ability to relate well and work effectively with children and adults.</li> <li>Ability to work constructively as a part of a team</li> <li>Effective behaviour management skills</li> <li>Excellent communication and interpersonal skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Understand varying and complex needs of pupils and how to overcome barriers to learning</li> <li>Able to use IT and relevant software effectively</li> </ul>     | <ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul> |
| Character/ Values             | <ul style="list-style-type: none"> <li>High commitment to safeguarding and promoting the welfare of children</li> <li>A passion for education and a deepfelt desire to make a difference for young people</li> <li>Commitment to the Trust agenda for inclusion, diversity and equality</li> <li>Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership</li> <li>Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know'</li> <li>Emotionally intelligent: know when to direct and when to challenge</li> <li>Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example</li> <li>Understand the importance of work/ life balance</li> <li>Resilient, flexible and hardworking</li> </ul> | <ul style="list-style-type: none"> <li>Interest in the Trust's wider role in the community</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul> |
| Personal Circumstances        | <ul style="list-style-type: none"> <li>Legally entitled to work in the UK</li> <li>Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010</li> <li>Flexible to support out of hours activity on occasion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>References</li> <li>Interview</li> </ul>  |

