### Logo, company name Description automatically generated

**Children & Young People’s Service**

**The Dales School**

**JOB DESCRIPTION**

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| **Post** | **General Teaching Assistant – Special School** |
| **Grade** | **E** |
| **Responsible to** | **Class lead** |
| **Staff managed** | **N/A** |
| **Ref Post** |  |
| **Job Purpose** | To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery assessment and evaluation of the learning process.  The post holder will work in classes supervising groups and /or individual pupils and will assist in the induction and development of classroom support staff.    To assist in the induction of new staff as required. |
| **Job Context** | The Dales School is a LA Community Maintained School for 2-16 year old children and young people with severe and complex learning needs including physical disabilities and medical conditions.  The school has a generic P16 Department and will be required to work with pupils with challenging difficulties to help them overcome barriers to learning.    Place of work is The Dales School in Morton-on-Swale but may also involve working in other places to support off-site learning or Outreach/in-reach provision.    Due to the nature of the children’s needs, the post-holder must be able to meet the physical demands and duties of the role.    This job description includes the duties and responsibilities of working in a special school and incorporates the previous SEND allowance which is no longer applicable.    The post-holder will need to   * To have a commitment to shared values and the common purpose of developing a culture of interagency working; including statutory bodies, third and private sector organisations. * To ensure that strategic visions are translated into local plans in collaboration with professionals, partners and service users.     This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children. |

**ACCOUNTABILITIES/MAIN RESPONSIBILITIES:**

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| Operational Issues | **Teaching & learning**   * Support the planning, delivery and evaluation of the learning process under the direction of the class teacher and other appropriate staff. * Appreciate the impact of transition on child development. * Know how to interact with children in ways that support the development of their ability to think and learn * Understand and take account of the effects of different parenting approaches, backgrounds and routines. * Plan and prepare materials, undertake minor clerical and laundry duties and the maintenance, ordering and storage/tidying of school resources. |
| **Assessment & Evaluation**   * Contribute to School’s formative and summative assessment and reporting systems  eg recording online assessments; post-it observations; updating PRA files; electronic digital image annotations; report writing and PLI setting. |
| **Behaviour Management**   * Work with the School’s agreed behaviour, discipline and anti-bullying policy to anticipate and manage behaviour constructively, promoting self-control and independence * Support and assist in the development and implementation of appropriate behaviour management plan * Listen to concerns; recognise and take account of signs of change in attitudes and behaviour * Responsible for promoting positive behaviour amongst all pupils and for working with pupils, staff and parents/carers to support with challenging behaviour in line with the School’s behaviour policy. * Work directly with pupils with challenging behaviour including one to one, small group and in class support as well as in offsite situations. |
| **Supporting Health & Care Needs**   * Provide educational, emotional and physical support to pupils with the following: * Personal hygiene * Physiotherapy and hydrotherapy * Feeding (including gastrostomy- feeding) * Medical needs- following HCP guidance. * Assist in moving and handling individuals using specialist equipment as required * Be a seconder to signing in medication and checking medication before administration. * Required to use, clean and maintain specialist equipment e.g. specialist chairs, walking devices, lifting equipment and communication aids. * Work with pupils on therapy or care programmes, designed and overseen by a therapist or care professional and support colleagues in undertaking this process * Contribute to the planning, recording, organising and implementing individual development and care plans for pupils, and contribute to reviews.   **Emergency tracheostomy care**. This would involve:   * identifying and actioning when a pupil with a tracheostomy required suctioning (1:1) * identifying and undertaking emergency tracheostomy change (2:1) |
| **Professional Development**   * Participate in the School’s performance management scheme. * Participate in training and other learning activities and performance development as required * Assist in the induction and development of volunteers and students. * Attend staff meetings, training days and management team meetings by agreement with the Headteacher. * Contribute to the provision of advice and guidance as required and appropriate * Formally cascade and feedback on course content |
| **Other**   * Support the school’s inclusion and outreach programme which may mean working in other schools or homes for periods of time. * Support the use of ICT and adhere to relevant policies * Supervise groups and individual pupils as required |
| **Effective Communication and engagement with children, young people, their families/carers and Multi-agency working** | * Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers. * Know that communication is a two way process. * Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group. * Listening and building empathy * Develop and use effective communication systems, including total communication, appropriate to the audience * Actively listen in a calm, open non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said * Provide support and encouragement to children and young people * Consultation and negotiation skills * Maintain confidentiality and ethics * Work in a team context – * Ability to use clear and appropriate language to communicate information unambiguously to others including children, young people, their families and carers. * Use other appropriate forms of communication when needed e.g. signing and symbols. * forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families. * Have a general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals. * Know how to work within your own and other organisational values, beliefs and cultures. * Know the value and expertise you bring to a team and that brought by your colleagues. * Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families. |
| **Safeguarding and promoting the welfare of the child** | * To be committed to safeguarding and promote the welfare of children, young people, raising concerns as appropriate; understanding the importance of sharing information, how it can help and the dangers of not doing so. * Relate, recognise, understand and evaluate risks to safeguard the welfare of the children & young people * Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for or come into contact with. * Understand own role, its limits and the importance of providing care and support. * Be aware of and comply with policies and procedures relating to child protection, health, safety and security and comply with safer working practices. * Be aware of own (and others’) professional boundaries. |
| **Health & Safety** | * Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure * To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| **Equalities** | * We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities * Within own area of responsibility work in accordance with the aims of the Equality Policy Statement |
| **Data Protection** | * To comply with the County Council’s policies and supporting documentation in relation to Data Protection, Information Security and confidentiality |
| **Flexibility** | * North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances.  Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation.  All staff are required to comply with County Council Policies and Procedures |
| **Customer Service** | * The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment * The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence.  Customers will be treated as individuals, with respect for their diversity, culture and values |
| **Reviewed** | * March 2023 |

**PERSON SPECIFICATION**

| **CRITERIA** | ESSENTIAL | DESIRABLE | ASSESSMENT |
| --- | --- | --- | --- |
| **Qualifications & Training**   * Childcare Qualification at Level 2 (or equivalent) * Specialist Teaching Assistant Certificate qualification. * Appropriate first aid training | X | X  X | 2 & 5  2 & 5  2 & 5 |
| **Experience**   * Appropriate experience working with children or young people in an education setting. * Appropriate experience working with children or young people with learning difficulties | X  X |  | 2 & 4  2 & 4 |
| **Skills & Knowledge**   * Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe. * Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers. * Good understanding of child/young people’s development and learning processes. * Understanding of individual children and young people’s needs. * Behaviour management - able to prevent and/or manage challenging behaviour. Takes constructive action to prevent triggers occurring and minimise identified behaviour. Acts in a manner which is likely to promote calm and reassurance. * Willingness and physical ability to undertake personal care routines and hydrotherapy | X  X  X  X  X  X |  | 2, 3 & 4  2, 3 & 4  2 & 4  2 & 4  2 & 4  2 & 4 |
| **Personal Qualities**   * Demonstrable interpersonal skills. * Ability to work successfully in a team. * Able to exercise judgement. * Understand what confidentiality is in relation to role * Problem solving skills – effectively identifies workable solutions * Physical demands -Ability to manage sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils’ personal care needs, taking part in hydro session, physical interventions with pupils, moving children with physical disabilities, following approved procedures. | X  X  X  X  X  X |  | 2 & 4  2 & 4  2 & 4  2 & 4  2 & 4  2 & 4 |
| **Health & Safety**   * Takes responsibility for maintaining own and others’ health & safety * Able to conduct informal risk assessments * Working conditions – aware of: * Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. * Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. * Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. * Risk of infection when dealing with unwell children. * May also involve visits in the home – following recognised procedures. | X  X  X  X  X  X  X |  | 4  4  4  4  4  4  4  4 |
| **Other Requirements**   * To be committed to the school's policies and ethos. * To be committed to Continuing Professional Development. * Experience in other relevant skills e.g. art/music/sport * Motivation to work with children and young people. * Ability to form and maintain appropriate relationships and personal boundaries with children and young people. * Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline - works productively in a pressurised environment. & acts calmly and recovers quickly from setbacks. | X  X  X  X  X | X | 2 & 4  2 & 4  2 & 4  2, 4 & 5  2 & 4  2 & 4 |
| **Equal opportunities**  To assist in ensuring that NYCC’s equalities policies are considered within the school’s working practices in terms of both employment and service delivery | X |  | 2 & 4 |

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**Assessment: 1. Test prior to shortlisting (i.e. all applicants)**

**2. From application form**

**3. Test after shortlisting**

**4. Probing at interview**

**5. Documentary Evidence**