The Commonweal School
Job Description

High Needs Teaching Assistant

Job Title: High Needs Teaching Assistant	Grade/ Level: Scale L	Post Number: J4
Directorate:	Job Family:	Date Prepared: Sept 2021

Role reports to (Job Title): SENCO and SEND Teachers

Job Purpose:

Under the direction of the SENCO and SEND teachers, work as part of a team to promote the emotional, physical and educational development of students with special needs, and work in partnership with parents.

Key Accountabilities:

Supporting the student

1. Participate in activities designed to meet the emotional, physical and learning needs of individual children and groups of children, including those with special needs.
2. Assist in the planning, delivery and monitoring of individual education plan targets.
3. Monitor students' responses to learning activities and encourage them to take an interest in their own learning.
4. Develop and maintain effective relationships with individual students and groups to ensure that students achieve learning targets.
5. Administering personal care and assisting students with personal and medical needs.
6. Work proactively in managing the behaviour and social skills of a number of students with behavioural needs as well as those needs listed below.

Supporting the teacher

7. Assist with the organisation of the learning environment and ensure adequate supplies of learning materials.
8. Take responsibility for maintaining accurate records in accordance with school policies, data protection.
9. Use a variety of methods to observe and report on student performance in group and individual situations.
10. Assist with the implementation of individual behaviour management plans
11. Liaise effectively with parents regarding the development of their children.

Supporting the curriculum

12. Assist in the planning delivery and evaluation of learning activities for individuals, groups or the whole class, working with the teacher or SENCO to ensure coverage of the curriculum, including ICT.
13. Help students to develop their literacy and numeracy skills including reading, writing, number and shape.

Supporting the school

14. Assist with the implementation of a behavior management programme.
15. Provide consistent and effective support for colleagues in line with the responsibilities of this role.
16. Develop and maintain effective working relationships with professionals including teachers and external contacts.

17. Support the development and effectiveness of work teams in all areas of activity with students or colleagues.
18. Support the maintenance of student safety and security and minimise the risks from health emergencies.

Supporting the Teaching Assistant

19. Participate in regular performance reviews and ensure that any personal development needs are identified and met. Attend relevant inset training. Review and maintain your own professional practice through agreed development activities.

Other duties

20. In accordance with the provisions of the Health & Safety at Work Act 1974, to take reasonable care for the health and safety of yourself, colleagues and students who may be affected by your omissions at work, and to co-operate with the school so far as is necessary to enable the school to perform or comply with their duties under statutory health and safety provisions.

21. To hold a current First Aid certificate and to provide First Aid to staff, visitors and students when required.

22. Undertake any other duties that can be accommodated within the grading level and nature of this post.

Supplementary Accountabilities:

A. Support students in developing effective relationships with peers, younger students and adults, challenging anti social behaviour e.g. racism.

B. Help students to develop self-reliance and confidence in a range of areas including decision making, problem solving and general life skills, and deal in a positive way with their emotions.

C. Working with the class teacher, specialist teacher or SENDCO, support students with communication and interaction difficulties.

D. Provide support to students with cognition and learning difficulties to develop effective learning strategies and support them working individually, as part of a group or with the whole class.

E. Assisting with specific personal care requirements, e.g. toileting, changing, giving medications, administering first aid, manual handling, and cleaning soiled areas (within limitations of training).

Job Scope: Number and type of jobs managed:	Job Scope:
Typical tasks supervised/allocated to others:	Budget:
	Assets:

Knowledge and Experience:

Minimum

Good general level of education to include Maths and English GCSE grade C or above, or further relevant experience in the absence of formal qualifications.

- DCFS Induction (Level 2) or equivalent
- 2 years experience working as a grade 2 TA or other relevant experience,
- NVQ level 2 Teaching Assistant (available September 2002) or equivalent

- 2 years experience of:
  - working with students with SEND
  - and/or working with students with specific behavioural and emotional needs
  - or supervising and delivering a catch up programme
  - or supporting a student with complex SEN by modifying and delivering programmes as directed by teachers and other professionals
  - understanding and experience of a range of behavioural intervention strategies

Preferred

Already have:

- Level 3 NVQ Early Years Care and Education
- Level 3 NVQ Caring for Children and Young People
- Level 3 Open College Network Supporting Children Learning
- Or equivalent

Training

Have or willing to obtain NVQ level 3 Teaching Assistant, manual handling training, medical training and training to administer medicines.

Willing to gain First Aid certificate, if not already held.

Skills and Qualities

Minimum

- Ability to work well both independently and within a team
- Flexible working practices
- A patient approach towards students
- Ability to relate to students both 1:1 and in small groups
- Good organisational skills

Decision Making:

Working under the direction of the line manager/classroom teacher, but some discretion is required – works independently with individuals or groups.
Some responsibility for colleague support.

Contacts and Relationships:

Headteacher
Governors
LA Officers (including health professionals & social workers)
Education professionals
Parents
Staff
Students

Creativity and Innovation:

Working with children with EHCPs for SEND, and others with a range of additional needs.

Emotional Demands:

Responsible for individuals/groups of children, some will make emotional demands. Contact with parents.

Job Specific Competencies:	
In accordance with the provisions of the General Data Protection Regulations 2018, jobholders should take reasonable care to ensure that personal data is not disclosed outside School procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the School's written procedures.	
Employee Signature:	
Print Name:	Date
Line Manager's Signature	
Print Name:	Date: