**Job Description and Person Specification**

**Post Title:** Home Based Teaching and Rehabilitation Assistant (TARA)

**Salary Scale:** To be confirmed

**Responsibilities**: To work in partnership with the multidisciplinary team to deliver a bespoke curriculum designed specifically for the client.

**Responsible to:** Employer (Financial Trust) with line management from Education Advisor and Case Manager.

**Location:** Endon, Stoke on Trent

**Background**

This is a unique role to support a young girl with complex learning needs to have a home based educational and therapy programme as she moves into year 6 and throughout Key Stage 3 and 4 and is better suited to an experienced Teaching Assistant or Teacher within the field of Special Educational Needs. Our client is currently a pupil at St Lukes C of E Primary School in Endon within the Stoke on Trent area.

Our client is highly motivated and requires a bespoke package of teaching and learning, and support to develop her communication and social interactions.

The post holder will work closely and will be supported by a team of highly trained and skilled therapists and other professionals to enable them to deliver a learning programmed matched to our client.

**General**

* The TARA Assistant is employed by the client. Initially the role will be in the school setting until a home based package has been established. She or he is initially subject to the immediate supervision and direction of the headteacher of the school while the client remains in the school setting and at home will be supervised by the Employer, Education Advisor and Case Manager

**Key Responsibilities**

* Work in partnership with education advisor and other professionals to provide effective support for learning activities, tailoring support to the needs of the individual child.
* Contribute to the planning, preparation, maintenance and evaluation of learning activities and environment, identifying areas of improvement and new developments as necessary.
* Monitor, annotate, and maintain running records of the child’s work to inform the education advisor and therapy team of the child’s progress and share this with external professionals as required. (This will include the LA who will be expected to monitor the home-based learning programme
* Work with the child within small groups of children (while in school) and on individual basis (when needed) within the classroom and in other teaching areas
* Monitor and the child’s sensory needs and provide support this as advised by Occupational Therapist.
* Ensure her social and emotional needs are met throughout the day with advice from the behaviour specialist.
* Ensure ICT equipment is ready and accessible in every lesson and support its use throughout the day
* Provide support throughout lessons including use of assistive technology as guided by the education advisor, assistive technology consultant and speech and language therapist.
* Provide appropriate help throughout the day, including opportunities for play and leisure, breaks and meals, and to take part in community-based activities.
* Contribute and participate in team / departmental meetings.
* Maintain accident records if required.
* Attend any training courses relevant to the post, ensuring continuing, personal and professional development. This will include annual safeguarding refresher training.
* Establish effective working relationships with all members of the multi-disciplinary team and school community (while in school placement).
* Be aware of and adhere to safeguarding policies and procedures while in school and at home. Follow safeguarding protocols in the school setting.
* To present oneself as a role model to the child in dress, behaviour and attitude.
* The post holder may undertake any other duties that are commensurate with the post with regard to the client’s needs.

This job description is subject to regular review.

**Hours of Duty**

* 8.30 – 4.00 (approximate – not yet decided) Monday to Friday which will include transporting the client to and from community-based activities.
* Hours may be subject to some variation if the post holder is required to attend training or meetings. These will be booked in advance and in liaison with the family.

**Skills, Knowledge and Experience**

* Ability to absorb complex information and training provided by the case manager and therapists and to demonstrate accurate implementation of instruction and guidelines.
* Effective team working skills
* Excellent written and spoken communication skills
* Always behaving within the good practice guidelines and standards of consent outlined in the school handbook and other national guidance.
* Maintaining accurate records.

**Key Outcomes**

* To become part of an efficient multi-disciplinary team.
* Accurate and effective administration of the EHCP / behaviour support plan.
* Achievement of planned goals for the client.

**Person Specification**

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|  | **Essential**  | **Desirable** |
| **Qualifications, Skills and Knowledge**  | GCSE Grade C / 4 or above in Maths and English or equivalent qualifications |  |  |
| TA qualification as a minimum |  |  |
| HLTA Status / Certificate |  |  |
| Willingness and ability to obtain and/or enhance qualifications and training for development in the post. |  |  |
| Commitment to continuous professional development. |  |  |
| Commitment to delivering high quality education |  |  |
| Excellent numeracy and literacy skills with the ability to complete written messages and observations. |  |  |
| Good understanding of child development and learning. |  |  |
| Good communication and interpersonal skills. |  |  |
| Knowledge of safeguarding/child protection procedures. |  |  |
| General understanding of curriculums and other basic learning programmes. |  |  |
| Knowledge of integrated working with therapists |  | • |
| First aid certificate. |  | • |
| Knowledge of the needs of children with SEND / ABI |  |  |
| Knowledge of the needs of children with anxiety / emotional challenges |  | • |
| **Experience**  | High expectations for children and young people. |  | • |
| Experience of working with children and young people with special educational needs and disabilities. |  |  |
| Experience of supporting learning to reflect the interests and needs of individual children and young people. |  |  |
| Experience of driving a pupil for work purposes |  | • |
| **Thinking Ability**  | Good understanding of positive behaviour support. |  |  |
| Good understanding of the importance of ongoing assessment and reporting |  |  |
| The ability to use ICT / software to improve the quality of provision. |  |  |
| **Personal Effectiveness**  | Excellent communication skills. |  |  |
| Good interpersonal skills. |  |  |
| Ability to work well as part of a team. |  |  |
| Resilient and easily adaptable to change. |  |  |
| Positive outlook. |  |  |
| Kind and caring disposition. |  |  |
| Passionate and enthusiastic about making a difference. |  |  |
| Honesty and integrity. |  |  |
| Child-centred and committed to supporting the best outcomes for pupils. |  |  |
| Ability to form respectful and trusting relationships with a range of stakeholders. |  |  |
| Capacity to motivate, inspire and challenge children, young people, self and others. |  |  |
| **General** | The flexibility to meet the full range of job requirements. |  |  |
| A commitment to safeguarding and promoting the welfare of children and young people. |  |  |
| Commitment to the school’s aims and values. |  |  |
| Demonstrate a firm commitment to the concept of education other than at school and desire to see the child flourish. |  |  |
| An understanding of and commitment to equal opportunities. |  |  |
| No serious health problems that will likely impair or impact on job performance. |  |  |
| Good attendance record in current employment (not including absences resulting from a disability). |  |  |