**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **JOB TITLE:** | **Peripatetic SEND Personal Care Assistant**  Teaching Assistant (Level 1) |
| **SCHOOL:** | The Harmony Trust Inclusion Team (Initially deployed to Richmond Inclusion hub) |
| **GRADE:** | Grade 2 scp 4 - 6 |

|  |
| --- |
| **JOB PURPOSE:**  To work under the instruction of the Trust Inclusion Team Senior Leaders to support children with identified medical needs and with personal care including First Aid. Work may be carried out in the classroom or outside the main teaching area. |

|  |  |
| --- | --- |
| **KEY TASKS – Support for Pupils** | |
| 1. | Establish rapport and respectful, trusting relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs. |
| 2. | Assist and support pupils, including those with special needs, in respect of personal care. Ensure all pupils are safe and have equal access to opportunities to learn and develop. |
| 3. | The role may include supporting pupil’s personal programmes, relating to social, health, physical, hygiene*,* and welfare matters. The pupil may also need assistance to access different areas of the school.  4. Following appropriate training and in line with school procedures and policies, to administer basic first aid and/or medication as required. |
| 5. | Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.  6. To monitor medical needs and utilise internal processes / support as and when needed |
| 7. | Promote self-esteem and encourage pupils to act independently as appropriate. |
| 8.  9.  10.  11. | Adjusting activities according to pupil responses and needs by scaffolding their learning to undertake agreed learning activities / programmes linked to hub and academy curriculum, including the implementation of Educational health care plans, Individual Plans and Behaviour Plans.  Support the teacher with the preparation of scaffolds that enable access to the curriculum including clerical support for teachers  Undertake pupil record keeping as requested e.g. Intimate care records  Maintain a positive purposeful, orderly and supportive environment.  Support the teacher to deliver key aspects of the curriculum e.g. lifeskills |
|  | |  |
|  |  |
| 12. | Gather information from/to parents/carers as directed. |
| 13. | Be aware of pupil needs/progress/achievements and report to the teacher as agreed. |
| 14. | Work alongside the Admin Manager to ensure there is regular supplies of hygiene and medical equipment. |
|  |  |
|  |  |
| 15.  16.  17. | Monitor that inhalers, other medicines and medical documents are in date.  Attend meetings with parents and the SENDCO to implement individual health care plans. (IHCP)  Prepare and maintain equipment/resources as directed by SLT and assist pupils in their use. |
|  |  |
|  | |
| 18. | To support others within the classroom, as directed by senior leaders contributing to the achievement by working as part of a team. |
| 19. | Assist with activities outside the classroom, working as part of a team to oversee pupils and support with their medical needs e.g. accompanying to swimming lessons. |
| 20. | Accompany teaching staff and pupils on visits, trips and out-of-school activities as required. |

|  |  |
| --- | --- |
| **STANDARD DUTIES** | |
| 1. | To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. |
| 2. | To uphold and promote the values and the ethos of the school. |
| 3. | To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. |
| 4. | To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. |
| 5. | To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school, subject to the school training plan. |
| 6. | To attend and participate in relevant meetings as appropriate. |
| 7. | To undertake any other additional duties commensurate with the grade of the post. |

|  |
| --- |
| **CONTACTS:**  Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors |

|  |  |
| --- | --- |
| **RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:** | |
| **RESPONSIBLE TO:** | Trust Senior leader for SEND / member of Inclusion senior leadership team |
| **RESPONSIBLE FOR:** | Not Applicable |

|  |
| --- |
| **SPECIAL CONDITIONS:**  Enhanced DBS Disclosure is required |

|  |  |  |  |
| --- | --- | --- | --- |
|  | DATE | NAME | POST TITLE |
| PREPARED |  |  |  |
| REVIEWED |  |  |  |
| REVIEWED |  |  |  |

**PERSON SPECIFICATION**

**Job Title:** Teaching Assistant – Level 1

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Selection criteria**  **(Essential)** | **Selection criteria**  **(Desirable)** | **How Assessed** |
| **Education & Qualifications** | To complete Department for Education Teaching Assistant Induction Programme  Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework  Willingness to achieve a Paediatric First Aid certificate |  | AF / I  AF / I  AF / I |
| **Experience** | Working with, volunteering or caring for children of a relevant age to those in the school |  | AF / I |
| **Skills & Abilities** | ICT skills to operate a computer and other technology such as photocopiers etc.  Interpersonal skills to relate well to children and adults  Communication skills to exchange information to a range of audiences including pupils, teachers, other school colleagues and parents/carers  Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these |  | AF / I  AF / I  AF / I  AF / I |
| **Knowledge** | Basic understanding of the National Curriculum and the types of lessons taught at the Key Stage relating to this role  Understanding of equal opportunities and an awareness of potential barriers children may have about learning  Awareness of the requirements of children with special needs | Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish | AF / I  AF / I |
| **Work Circumstances** | To work flexibly as the workload demands  Occasional out of hours working to support school functions |  | I  I |

*Abbreviations:* AF = Application Form; I = Interview.

**NB. - Any candidate with a disability who meets the**

**essential criteria will be guaranteed an interview**