



Location: Colonel Frank Seely Academy, Flatts Lane, Calverton, Nottingham NG14 6JZ

Salary: Redhill Academy Trust Pay Scale, Band 7, Scale Points 32 - 36

Hours of work: 32.5 hours per week - Term Time Only, Primary Hours: Monday to Friday. Occasional weekends or out-of-hours as required in supporting the pupil in accessing extra curriculum activities as required.

Responsible to: SENDCO

Qualifications:

- Qualified TA (Essential or willing to work towards qualification)
- Health and Social Care Qualification (desirable)
- First Aid at Work qualification (desirable)
- Handling Young people and children qualification (desirable)

Main Role and Responsibilities

- To prepare and maintain general and specialist equipment and resources in relation to communication & academics.
- To monitor the effectiveness of the student's communication hardware and report breakages/challenges to relevant professionals.
- Helping the student to access learning activities through specialist support – extra support is required to help with planning and reconfiguring the device.
- Working with the teacher to establish an appropriate learning environment ensuring the student has maximum opportunities to learn to read and write and supporting them in achieving their full potential.
- Working with appropriate teaching staff to facilitate adaptations so students can access the same work as their peers. – create a shared drive with the teachers where they can add adapted work, however, any extra adaptation will be discussed with the AAC Specialist Teacher in planning time.
- Assisting with the development and implementation of the student's EHCP plan & in the key areas of responsibility – along with the SENCo
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of the student.
- Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested.

- Highlighting any issues with progress towards targets in a timely fashion in order to overcome barriers, escalating any issues to the SENCO when needed.
- Attend regular in-school reviews to monitor EHCP targets
- Ensuring access arrangements and risk assessments are in place for school trips and trips out into the community
- Work with the student's peer group to enable them to learn how to communicate with the student. These training sessions with peers should happen both when the student is not there and when the student is there along with Speech and Language Therapist.
- Provide teaching instruction in the literacy model as advised by specialist teacher
- To adapt quickly in situations according to the student's needs.
- Use a wide variety of multi-modal communication strategies and education tools including eye gaze accessible (alternative) pencils, core boards and number boards.
- Supporting the student in their learning in all areas of the adapted curriculum.
- Facilitating peer to peer communication for the student.
- Monitoring and evaluating the student's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Communicating with the teachers where there are barriers to learning and progress is not being made.
- Encourage the modelling of the student's robust communication systems throughout the day setting challenging and demanding expectations and promote self-esteem and independence.
- To interpret the student's communication attempts where appropriate and support them to share their autonomous thoughts.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- Promoting positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage the student to take responsibility for their own behaviour.
- Implementing local and national learning strategies e.g., literacy, numeracy, and making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Play a role in supporting the student to have access to their range of multi-modal communication tools, at all times. Promoting the use of these with the student, teachers, other multi-disciplinary team support staff and peers. This will involve modelling them and supporting others in responding appropriately.
- Enabling a student with a degenerative disease (to access the mainstream setting; supporting them physically as well as socially & emotionally).
- Facilitating daily social and emotional support time and allowing time for the student to write organic messages they can then share with their peers, to establish productive peer relationships.
- Ensuring, emotional regulation and social inclusion for the student inside & outside of the classroom.
- Engage in reflective practice, with the aim of ensuring the student is continually working towards their outcomes as detailed in their EHCP.
- Maintenance of general and specialist equipment and resources.

- Take part in the appropriate training linking with the student's EHCP to ensure skills are updated.
- Support the development and implementation of student's EHCP plan.
- Attend meetings regarding the student and have in-depth level of input.
- Keep appropriate records to track progress towards EHCP outcomes & prepare reports as needed.
- Promote independence and employ strategies to recognise and reward achievement of self-resilience.
- Supervising students on visits, trips and out of school activities as required.
- Liaising sensitively and effectively with parents/carers as agreed by the SENCo within your role/responsibility and participate in feedback sessions/meetings.
- Providing feedback in relation to progress and achievement.
- Act as a Key Worker for some students with special educational needs by retaining an oversight of their progress and participation
- To undertake break time, lunchtime and after school duties as directed.
- To work with the Assistant SENCO/SENCO and subject teachers to ensure that teaching and resources are adjusted in line with individual student profiles - helping prepare resources as necessary
- Observe, record and feedback information on student performance
- Provide administrative support to Academy staff by ensuring teaching resources are prepared to an excellent standard and on time for classroom use
- Acting in line with the Academy's policies and procedures.
- Assist the teaching staff in the smooth transition between educational phases.
- Co-ordinating academic work using required resources such as eye gaze device and spelling and core word boards.

Care/ Mobility

- Assisting in the development of personal care programmes for the student.
- Assisting the student in implementing their own personal care programmes during the school day, specifically in relation to practical support for:
 - Delivering physiotherapy intervention programs
 - Personal hygiene
 - Toileting and continence training
 - Support with eating and drinking
 - Providing practical assistance in relation to other identified physical needs e.g. transportation, dressing, mealtimes, organisation of learning equipment.
 - Keeping records related to personal care in conjunction with the appropriate teacher.
 - Ensuring the maintenance and cleaning of personal care equipment and materials, clothing etc.
 - Administer first aid and medication to students according to policy and procedures for the purpose of meeting immediate health care needs.
 - Communicate effectively with school nurse, staff, and parents regarding health care needs and concerns for the purpose of referring students in need of medical passes or further medical treatment.
 - Liaise with Learning Support in supplying information regarding student's health care needs.

- Maintain and update health records and health care plans for the purpose of providing information required by legal and professional standards.
- Ensuring the maintenance of toiletry supplies.
- Providing personal assistance to identified student in physical/practical activities e.g., physical education, cookery, school visits, therapeutic treatments organised by the school etc.
- Working in cooperation with other key workers involved in supporting the student's educational and health care needs under the guidance of the class teacher.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support care and mobility.
- To ensure staff are always supporting mobility, ensuring safety is never compromised.
- To give pro-receptive feedback throughout the day when required by the student and to have extensive knowledge in when this is needed and appropriate.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Ensure intimate care, physiotherapy and manual handling is in line with guidance.
- Attendance at staff meetings and INSET activities where relevant.
- To uphold and actively support the academy's policies and procedures.
- Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Act as a reader/scribe in examinations for any student with access requirements.
- To provide intimate/personal care for students if required.
- Undertake any other duties which might be reasonably regarded as within the responsibilities of the post, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms.

This role involves working in regulated activity with children and an Enhanced DBS clearance is required for this position.



Colonel
Frank Seely
Academy

PERSONAL CARE &
TEACHING ASSISTANT

Job Description