

Job Description

Teachers and Support Staff

Role:	Special Needs Teaching Assistant (SNTA)
School:	Hazelbeck School
Salary/Grade:	Band 5 SCP 4 – SCP 6
Reporting to:	Headteacher

Core Purpose of the Post:

To complement the professional work of teachers and others by undertaking work/ care / support programmes, which enable access to learning for students who have a wide range of SEN and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool. This role involves engaging with students in regulated activity relevant to children.

Main Duties and responsibilities:

The Special Needs Teaching Assistant is/will:
To complement the professional work of teachers and others by undertaking academic/care/support programmes, which enable access to learning for students and assist in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area, including in the hydrotherapy pool.

Supervision and range of decision making:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

Communications and working with others:

Support for Students

- Supervise and provide support for students with special needs to overcome barriers, ensuring their safety and access to learning activities.
- Establish constructive and positive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher/person in charge.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher/person in charge.
- Assist with the development and implementation of Individual Targets, Behaviour Support Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the students).
 - Support the implementation of individual student's Education Health and Care Plans (EHCPs), Behaviour Plans and NHS Care Plans – including meeting personal care, hygiene needs and therapy and health needs.

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Provide detailed and regular feedback to teachers on students' achievements, problems etc.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Maintain manual and computerised records as requested.
- Promote excellent student behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging students to take responsibility for their own behaviour.
- Ensure the health and safety of students at all times.
- Establish constructive and positive relationships with parents/carers.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Assist with the planning of learning activities.

Support for the Curriculum

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Make observations and records of student progress and feed back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff / person in charge and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher / person in charge.
- To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description (see appendices).
- Training and competency for delivering health interventions will be assessed, overseen and supervised by NHS professionals.
 - Professionally engage with training courses and opportunities provided either by the school or external providers e.g. NHS organisations or private providers.
 - Comply with policies and procedures relating to child protection, health, safety and security and confidentiality and reporting any concerns or incidents via the appropriate process e.g. the school/NHS joint incident reporting process.
- Will be required to work with students of any age within the age-range of the school.

Resources:

- Timely and accurate preparation and use of specialist equipment / resources / materials as required by staff / curriculum / lesson plans etc.
- Provide clerical / administration support e.g. photocopying, filing.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist students in their use.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.

Professional development:

- The post holder will be required to deliver health interventions when trained and deemed competent to do so. This requirement will be based on pupil needs and the Bradford District Achievement agreed health interventions listed in Appendix 1.

Other Considerations:

Appendix 1: Health Interventions Delegated to School Staff.

There is a comprehensive framework in place for training, support, supervision and competency assessment for school staff delivering health interventions. This complies with local and national guidance on the delegation of health

tasks to non-health support workers (Royal College of Nursing, 2018), infection control guidance including bare below the elbows (NICE, 2017).

The decision for staff to deliver health interventions will be based on pupil need and where applicable, will be made in conjunction with NHS professionals to ensure decisions are appropriate and there is sufficient opportunity to maintain skills and competency.

School staff may be required to support pupils with the following health interventions:

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. EpiPens).
- Administer Buccal or intra-nasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebuliser.
- Emergency treatments covered in basic first aid training including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough. This would be prescribed by a doctor, children's respiratory nurse specialist or a paediatric respiratory physiotherapist.
- Assist with prescribed oxygen administration including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation. Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP) and involves a mask worn on the face which fills with oxygenated air.
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner. E.G. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.
- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain patency of stoma in an emergency situation prior to seeking advice from a registered nurse.
- Cathether care.
- Rectal medication with a pre-packed dose i.e. rectal diazepam.
- Re-insertion of percutaneous endoscopic gastrostomy tubes in specific named cases.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Intermediate Fluency Duty required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:

24/09/2020

Person Specification
Teachers and Support Staff

Role:	Special Needs Teaching Assistant – Hazelbeck School	
	Essential Requirements	How Identified
Qualifications	Experience or NVQ 2 for Teaching Assistants or equivalent qualifications. Experience or NVQ 2 in relevant discipline or equivalent qualification.	Application
Experience	Experience of helping children to learn. Experience of working in a team.	Application References Interview
Training	Willingness to participate in development and training opportunities. Evidence of previous personal development. Training, or willingness to train, in child protection.	Application Interview
Knowledge, Skills and Ability	Understanding of child development and learning. An understanding of the issues relating to pupils who have special educational needs. Good literacy and numeracy skills. Ability to use relevant technology. Ability to use ICT effectively. Ability to use relevant equipment/ resources.	Application Interview
Personal Circumstances	Must show flexibility with regards to availability during school hours. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). No contra-indications in personal background or criminal record indicating unsuitability to work with children/ young people. (DBS check required)	Application Interview
Disposition and Attitude	Demonstrate a commitment to working with children at Beckfoot Phoenix Primary Special School. Able to relate well to pupils and adults and to work as part of a team. Good sense of humour. Good communication skills. Flexibility and willingness to accept change. Ability to maintain confidentiality in matters relating to the school, its pupils, parents and carers.	Application Interview References
Physical	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with requirement of the post, which may include working with pupils who have emotional and behavioural or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving and handling pupils, within school policies and practices. For this post it may be an unavoidable core component of the job for the postholder to be willing and capable of meeting the health, hygiene and personal care needs of pupils within school policies and practices.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview