

Job Description for the Post of Specialist Teaching Assistant at Arbour Vale Satellite Centre

Job Purpose:

To support the classroom teacher and take a lead responsibility to ensure high quality learning outcomes for all pupils in a safe and supportive environment by providing personal care, therapeutic interventions and safeguarding at all times. This may on occasions in the absence of the teacher require the postholder to lead learning or take additional responsibilities commensurate with the post.

Key Responsibilities:

- To act as cover (HTLA) in the short-term absence or PPA of the teacher.
- To have specific responsibility, such as communication lead, resource management, therapy lead under the guidance of professionals, moving and handling, behaviour support.
- To support the child's progress and development by ensuring access to the curriculum.
- Follow instructions and guidance from the classroom teacher to provide support to the learner.
- To follow the guidelines for individual support, care needs and medical interventions (including but not exclusively gastro feeding, administering medication) undertaking any required training
- To ensure pupils are moved according to their written manual handling care plans, raising and concern with the Therapies Manager.
- To prepare classrooms/corridors with the required resources and displays as directed by the class teacher.
- To engage with pupils during lessons and break/social times promoting their independence and communication as outlined in the school's curriculum aims and pupils' Individual Education Plans. Develop positive activities/experiences for the pupils and establish constructive relationships with them.
- To encourage pupils to interact and work cooperatively with others and engage in all activities.
- To promote positive values, attitudes, and good pupil behaviour in line with the school's policy, by encouraging pupils to take responsibility for their own actions.
- To promote independence and employ strategies to encourage self-reliance and increased self-esteem.
- To contribute to the health and wellbeing of pupils.
- Be aware of, support diversity, and ensure all pupils have equal access to opportunities to learn and develop.
- To take part in other curricular activities (including but not exclusively swimming and school trips, helping to load the minibus)
- To follow written individual therapy programmes under the guidance of the therapist in the school (including but not exclusively Physio, SaLT, OT and specialist feeding programmes).
- In consultation with the class teacher, establish constructive relationships with parents/carers, always maintaining a professional relationship.
- Provide general clerical and administrative support to the classroom teacher e.g. photocopying, filing, laminating resources and collecting monies.

- Promote the use of ICT skills within the learning environment.
- Attend all training as directed and seek to incorporate learning within work routines, demonstrating good practice to other staff.
- To be responsible for promoting and safeguarding the welfare of all children reporting any concerns to the DSL/member of the safeguarding team
- Follow Health & Safety procedures to ensure the safety of pupils and staff.
- Carry out playground and other duties as directed by the class teacher.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Make a positive contribution to the wider life and ethos of the school.

Personal and Professional Conduct Duties and Responsibilities

All teaching assistants should have due regard for the Professional Standards for Teaching Assistants as an integral part of the annual appraisal programme. All teaching assistance will participate in the school Teaching Assistants Appraisal Programme for the purpose of reviewing roles and responsibilities, CPD opportunities and in meeting the Professional Standards for Teachers Assistants. The annual Appraisal process is not linked to salary progression within the 5 points pay spine.

The criteria for Professional Standards for Teaching Assistants include the following four key areas:

- Personal and Professional Conduct
- Knowledge and Understanding
- Teaching and Learning
- Working with Others

Special School Teaching Assistants will undertake such other reasonable professional duties commensurate with the Post as directed by the Key Stage Leader/Head of Department

Additional notes

- This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification for the Post of Specialist Teaching Assistant

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	GCSE grade A – C or equivalent in English and Maths	Essential
	Makaton or other sign language	Desirable
	Childcare qualification	Desirable
	ICT qualification	Desirable
	Training in relevant learning strategies – literacy, TEACCH	Desirable
	First Aid qualification	Desirable
Experience/Knowledge	Proven successful experience of working or caring with children in an educational setting	Essential
	Experience of working with children	Essential
	Basic understanding of child development	Essential
	Understanding of and commitment to work within the scope of the school's equal opportunities policy	Essential
	Basic ICT Skills	Essential
	Experience of working with children with disabilities	Desirable
	Have an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning	Desirable
	Knowledge of Foundation and National Curriculum levels and P levels	Desirable
	NVQ or equivalent qualification in relevant area	Desirable
	Knowledge and understanding of the importance of the Health and Safety in schools	Desirable
	Skills & Abilities	Ability to work constructively as part of a team understanding classroom roles and responsibilities and your own position within those responsibilities.
Ability to communication effectively with a range of people.		Essential
Good listening skills and the ability to follow instructions		Essential
Well organised and practical, calm under pressure		Essential
Adaptable and flexible approach to work		Essential
Willingness and ability to learn new skills in relation to SEN including medical and personal care needs; the ability to evaluate own learning needs.		Essential
Able to form, relate and maintain appropriate professional relationships and boundaries with children and parents		Essential
Ability to provide artistic or creative input		Desirable
Able to organise and deliver classroom activities		Desirable
Able to implement a range of Teaching and Learning strategies		Desirable
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies		Desirable
Understanding of relevant policies/codes of practice and awareness of relevant legislation		Desirable
Effective use of ICT to support learning.		Desirable
Use of other equipment technology		Desirable
Ability to diffuse conflict		Desirable

Personal Attributes	Commitment to promoting and safeguarding the welfare of children	Essential
	Have a caring and positive nature	Essential
	Prompt and reliable approach to work	Essential
	Work in line with the school's behaviour policy	Essential
	Willingness to attend and participate in meetings to review pupil progress	Essential
	Prepared to undergo training appropriate to the post	Essential
	Ability to monitor and evaluate pupil performance	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description and Person Specification is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.

In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references prior to interview as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.