

JOB DESCRIPTION

School: Addington School	Location: Woodley, Reading, Berkshire
Job Title: Teacher Assistant – Behaviour Service	Grade / Salary Range: Scale 5 SCP12-17 plus SEN Allowance

JOB PURPOSE

To work collaboratively with the Behaviour Service, ASD service and class Teams under the direction of the Behaviour Service Lead.

To support pupils with Special Educational Needs and significant challenging behaviours.
To enable the pupils to extend their access to school curriculum and maintain current school placement.

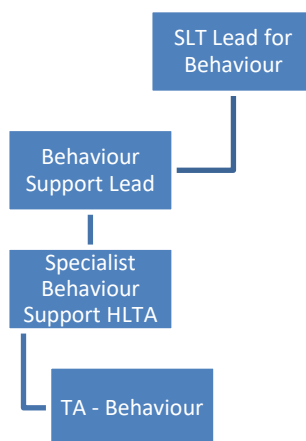
NOTE

Working with our pupils requires a particular understanding and appreciation of their individual needs, such as; physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of some of our pupils can be difficult and dangerous and can therefore be emotionally and physically demanding for staff.

At Addington School there are three levels of support staff

- 1- Higher Level Teacher Assistant HLTA
- 2- Teacher Assistant TA
- 3- Learning Support Assistant LSA

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

Pupil Support/Behaviour Specific

- To provide group and 1 – 1 support for identified pupils with SEN and challenging behaviours.
- To establish and build positive relationships with the pupils based on mutual respect and trust.
- To attend Team Teach Trainer accreditation courses.
- To support the delivery of training in the philosophy and techniques of Team Teach and implementation of this in the school environment.
- To support the delivery of training in Touch Talk and support staff in implementing this across the school.

- To interpret and implement behaviour support plans.
- To use Team Teach including modular advanced techniques for identified pupils within Addington School's behaviour policies and philosophy
- To manage individual pupils displaying challenging behaviour in order to minimise health and safety risks to pupils and staff.
- Using the Behaviour Support Plan and Team Teach techniques with pupils to increase access to the curriculum and extend social inclusion.
- To implement individual programme/s within class setting and/or away from the rest of the group. Support staff through modelling techniques in implementing programmes.

Service Lead and Teacher Support across the school:

- Join with the Behaviour Service and Service Lead in planning behaviour support programmes/interventions.
- Assist staff across the school with general management of pupils with behaviour difficulties and implement structured behavioural programmes.
- Set out and store appropriately all resources, materials, apparatus and equipment required for use by pupils and teachers when implementing behaviour programmes.
- Prepare group and 1:1 areas for activities and tidy up afterwards.

Pupil Support

- Be aware of physical and medical needs. Ensure correct positioning of children using equipment.
- If necessary, to administer drugs, with training.
- Manual Handling – To train in and implement safe manual handling techniques.
- Develop communication with parents through telephone, email, and in person.
- Participate in parents' evenings.
- Be aware of religious beliefs and culture.
- Provide support for pupils who require Information technology for communication and/or recording.
- Support integration programmes.
- Supervise children at playtimes and lunchtimes as required.
- Help children with the broad range of self-help skills including care of personal belongings.
- Undertake toilet routines and programmes including the changing of soiled clothing and wiping up spillage as necessary.
- Respond to and take care of children when vomiting, dribbling or other various body fluids.

General

- Retain confidentiality about all aspects of school life.
- Collect and take children to and from transport and support the greeting routines, register, morning break and lunch arrangements. Prepare children and activities for transitions during the day.
- Maintain health and safety standards and a high level of hygiene.
- Attend in-service training days/twilight.
- Work with-in a multi-professional team.
- Undertake other related duties as requested by the Head teacher, within the spirit and scope of this job description.

SCOPE OF JOB (Budgetary / Resource control, Impact)

- None

PERSON SPECIFICATION

Job Title: Teacher Assistant - Behaviour Service
Reports to (job title): HLTA – Specialist Behaviour Support

*E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?
<u>Qualifications and Experience</u> <ul style="list-style-type: none"> • Experience working with pupils with special needs • Experience working with pupils with challenging behaviours • Qualification at Level 3 or above 	<ul style="list-style-type: none"> • E • E • E
<u>Knowledge</u> <ul style="list-style-type: none"> • Team Teach (Intermediate – 12 hours) 	<ul style="list-style-type: none"> • D
<u>Skills and Abilities</u> <ul style="list-style-type: none"> • Knowledge and understanding of challenging behaviours • Knowledge of special educational needs • Non-confrontational approach to adults and pupils • Excellent communication and interpersonal skills • Good problem solving skills and creative thinking skills • Knowledge of communication methods including AAC 	<ul style="list-style-type: none"> • E • E • E • E • E • D
<u>Work-related Personal Qualities</u> <ul style="list-style-type: none"> • Calm under pressure, adaptable and energetic • A caring and positive attitude • Good listener and sensitive to pupil needs • A positive approach to managing challenging behaviour • Ability to problem solve • A realisation of the need for confidentiality • Flexible approach to work is essential • Ability to use initiative • Ability to work within a large team environment • Ability to follow directives and protocols • Confident to deliver training to all staff including teachers 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • D
<u>Other Work-related Requirements</u> <ul style="list-style-type: none"> • Physical ability to respond to manual handling and/or challenging behaviour with appropriate training • Physical ability to support pupils with SEND in all areas of the curriculum • Aptitude for managing ongoing challenging behaviours • Willingness to engage in CPD to improve Behaviour Service delivery • Hold a Full UK driving licence • Experience in the use of a range of IT software and hardware • Emotionally resilient 	<ul style="list-style-type: none"> • E • E • E • E • E • D • E

