



## SUPPORT STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Teaching Assistant
<b>LOCATION</b>	The Bridge Special School (may be deployed across the trust)
<b>GRADE / SCALE POINT – SALARY</b>	Grade 2 (below bar)
<b>REPORTING TO</b>	Headteacher

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

#### JOB PURPOSE

To provide support to the teacher and class team and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of and report to the class teacher, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance. This role is an entry post into supporting teachers within the school and will require the full engagement with the professional development programme. This is within the working hours of the post.

#### KEY TASKS & RESPONSIBILITIES

##### Support for pupils:

- Undertake a range of routine tasks to support learning following the guidance of the class teacher. This will involve assisting an individual pupil, or a small group of pupils, all of whom have Special Educational Needs and reporting on the progress made during the lesson.
- Attend to physical needs and care needs to include toileting, feeding and position changing throughout the day.
- Supporting the management of health needs such as managing a pupil during seizure, administration of medication in line with school policy, and implementing therapy programs provided by the Multi-Disciplinary Team.
- Support off-site activities such as sports through taking part in the activity, to include swimming, shopping and horse riding.

##### Support for the teacher:

- Undertake routine tasks to support the teacher during lessons, e.g. preparing classroom materials, displaying pupils' work, supervising small groups of pupils whilst the teacher is carrying out assessments
- Maintain electronic records.
- Assist teaching staff to ensure that the aims and objectives of the school are achieved.

### Support for the curriculum:

- Undertake routine tasks to support the curriculum and assist with events organised as part of the curriculum e.g. competitions and assemblies.
- Support implementation of Government initiatives under the direction of the teacher

### SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or any other member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Knowledge:</b>		
Technical or specialist	<p>Knowledge and use of a range of equipment</p> <p>ICT proficiency and able to learn to use a range of programmes</p>	<p>Experience of working with pupils</p> <p>Basic knowledge of first aid</p>
Literacy and numeracy	<p>Able to read and write competently: <u>GCSE or Level 2 Functional Skills</u> Ability to complete assessment and other documentation</p>	
School environment		Knowledge of school policies and procedures
<b>Cognitive Skills:</b>		
Research	Assist teacher with information gathering and resources as appropriate	Able to make dynamic risk assessments and use initiative to take appropriate actions
Problem solving	Ability to recognise and report problems	
Thinking creatively / Developing new ideas	Assist teacher in creating a positive learning environment	
<b>Interpersonal &amp; Communications Skills:</b>		
Caring skills	Sensitivity to pupils' needs	
Advising / guiding skills	Advising and guiding pupils on the best way to handle situations, under the teacher's direction	
Verbal and written communications skill (including use of languages)	<p>Ability to communicate clearly</p> <p>Ability to encourage participation and give feedback to pupils</p> <p>Ability to maintain appropriate level of confidentiality</p>	<p>Fluent use of Makaton and able to assist pupils use PECs and Talkpads</p> <p>Skilled in the area of behaviour management using a range of strategies and de-escalation techniques</p>
Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Physical skills:</b>		
Other manual skills	Use of guillotine, craft knives, glue guns etc. when displaying work or assisting pupils in practical lessons	



Help pupils to use tools and equipment as required to support learning

Physically able to manage a range of tasks to support pupils that may require safe lifting.

#### Other attributes:

Level of autonomy

Work is covered by set policies and procedures.

Teaching Assistants work under the guidance of the teacher or more senior Teaching Assistant.

Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.

Able to make decisions on when to refer queries/problems to another member of staff

## EVALUATION NOTES

### KNOWLEDGE

- Practical knowledge of equipment, including ICT, to support learning in a variety of lessons and learning environments either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Ability to recognise changes in pupils' behaviour and use de-escalation techniques, seeking support and assistance when required.

### COGNITIVE SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete online documentation and other paperwork e.g. accident report form
- The majority of queries and/or problems will be referred to other members of staff
- INTERPERSONNEL AND COMMUNICATION SKILLS
- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils, under the direction of the teacher

### PHYSICAL SKILLS

- Using a range of ICT equipment and programmes
- Use of guillotine, craft knives, glue guns etc. when displaying work or helping pupils in practical lessons

### INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks or on field trips etc.
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff
- PHYSICAL DEMANDS
- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing or physically supporting whilst accompanying/supervising pupils during breaks or trips
- To follow manual handling plans for pupils
- MENTAL DEMANDS
- Need to concentrate when supporting to pupils
- EMOTIONAL DEMANDS
- Job is emotionally demanding on occasions as pupils complex needs require intervention.
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher
- RESPONSIBILITY FOR PEOPLE
- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

### RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

None



## **RESPONSIBILITY FOR FINANCIAL RESOURCES**

None

## **RESPONSIBILITY FOR PHYSICAL RESOURCES**

- Shared responsibility for tools and proper use of ICT equipment
- Shared responsibility for basic record keeping
- WORKING CONDITIONS
- Works within the school, predominately indoors but also outside for some lessons plus during breaks or field trips
- Wears PPE g where necessary, e.g. when attending to a pupil who is unwell or for personal care
- Post holders may experience behaviour related to the special educational needs and level of distress from pupils.