

The Chiltern School

Therapeutic Learning Assistant

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	NJC L3-4 (SEN) points 13-16
Working Hours	35 hours per week (Term Time plus 5 training days)

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General Duties

General description of the post

- To support the school in embedding therapeutic learning strategies into the classroom. You will work in class, with small groups or individual pupils and support staff to embed universal and targeted therapeutic provision under the direction and guidance of professionals in our Multi-Disciplinary team.
- You may be asked to lead a team of Learning Support Assistants with appropriate support.

1. To develop therapeutic relationships with pupils.
2. To facilitate individual and group sessions either with the lead professional or under their direction.
3. To model universal therapeutic techniques in the classroom.
4. To lead targeted therapeutic interventions with children in the classroom under the direction of the lead professional.
5. To understand therapy goals and aims and how to measure outcomes of therapy.
6. To provide feedback to the lead professional on progress.
7. To prioritise own workload, work independently and use own initiative to complete day to day tasks, seeking assistance when required.
8. To be receptive to and deliver information which requires sensitivity, diplomacy, and confidentiality.
9. To develop a working knowledge and understanding of specialist therapy intervention techniques where relevant and required e.g. communication and sensory rich learning, Intensive Interaction, special time, signing, symbol communication boards/books, PECS, sensory circuits, sensory movement breaks, eating therapies, Lego Therapy, sensory integration, snoezelen, sensory ladders.
10. To produce resources required for therapeutic approaches.

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11. To be responsible for the equipment and resources required for therapeutic purposes within the school.
12. To keep confidential records up to date and in line with current clinical, service and professional standards.
13. To promote and support the inclusion of all pupils in learning activities and maximise their achievement.
14. To promote positive behaviour in pupils through high expectations and clear boundaries.

Training Expectations:

To make a commitment to your own professional development, undertaking training that is identified through appraisal and the school improvement plan.

To undertake training and implement school policies and procedures including:-

- * Health and safety
- * Child development
- * Manual handling and lifting
- * Team teach
- * Makaton signing and PECS.
- * Current SEND practice
- *

In addition to this, ongoing training identified by the lead professional on agreed therapeutic strategies, approaches and best practice will be given to support you to carry out the role.

Support for the School:

- To work collaboratively with colleagues as part of a professional team, in particular the class teacher Pathway Leader and other professionals.
- To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the head teacher, supervise and guide the work of other Learning Support Assistants.
- To attend staff meetings, participate in appraisal and undertake training and development activities.
- To liaise as necessary with parents and carers and with outside agencies, offering support and advice, following school procedures.
- To maintain an up to date knowledge of school policies and working practices.

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- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
- To undertake and contribute to the risk assessment of the environment and activities, ensuring that pupils and staff are safe.
- To adhere to the Child Protection and Safeguarding Policies.
- To undertake tasks of a similar nature and level, as directed by the Headteacher.

Values and behaviour

All staff play a vital role in assisting to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

All staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including: - democracy, the rule of law, individual liberty and mutual respect, and - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

Responsibilities The post holder is accountable to their line manager at all times.

Conditions of Employment.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher and following consultation with you and will be reviewed annually as part of the appraisal process.

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Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Person Specification		
	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> NVQ Level 3 in Childcare & Education or NNEB GCSE English and Maths (grades A*-C) or equivalent 	
Experience	<ul style="list-style-type: none"> Demonstrable experience of working with children in a school environment 	<ul style="list-style-type: none"> Demonstrable experience of working with children in a SEND school Experience of supervising others
Knowledge and skills	<ul style="list-style-type: none"> Evidence of an understanding of methods of teaching and styles of learning Evidence of knowledge and ability to contribute to the planning and development of educational activities Evidence of leading learning activities or lessons Evidence of a sound knowledge of child development Evidence of good communication and interpersonal skills Evidence of knowledge of children's communication skills 	<ul style="list-style-type: none"> Understand how child development and milestones are impacted by LDs Knowledge or experience of communication strategies Knowledge of Signing, PECS, Communication Strategies Experience of team leadership Team Teach or other behaviour management strategies To be familiar with educational programmes, ipads and switches

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	<ul style="list-style-type: none"> • Ability to form therapeutic working relationships with children through recognising need, attunement and boundary setting. • Evidence of ability to communicate effectively with pupils, parents/carers and professionals. • Good standard of spoken and written English. • Evidence of good organisational and time management skills. • Evidence of ability to lead and support others effectively. • Evidence of an understanding of boundary setting and his experience of pupil behaviour. • Evidence of ability to work collaboratively with teachers and others. • Evidence of ability to take responsibility and work with autonomy within set boundaries. • To be computer literate and able to use ICT in a classroom setting 	
Characteristics and Competencies	<ul style="list-style-type: none"> • Ability to promote the school's aims positively Ability to develop good personal relationships within a team; 	<ul style="list-style-type: none"> • Training in autism, SEN and behaviour management

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	<p>making an effective contribution to high morale</p> <ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • A solution-focussed mind-set and determined “no-excuses” approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A creative and good humoured approach to all aspects of teaching, management and leadership • Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description • Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/ discussion • Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads • Ability and keenness to promote the school's positive culture and ethos 	<ul style="list-style-type: none"> • Trained in Manual Handling
Personal qualities	<p>At The Chiltern school we expect all staff to demonstrate and model our core values.</p> <p>Kindness, Resilience, Courage, Happiness, Respect, Humour and Curiosity.</p>	

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These are particularly important for this role but you will also need to demonstrate that you are:

- Empathetic
- Well organised
- Diligent
- Conscientious