

## Job Description – Updated January 2017

<b>Job Title</b>	Specialist Teaching Assistant	<b>Department</b>	Inclusion
<b>Reporting to</b>	Special Needs Coordinator (SENCo)	<b>Grade</b>	5
<b>Hours per week</b>			
<b>Hours of Work</b>	To be confirmed with the Line Manager		

**Purpose of Job:** To be a positive member of the school team under the leadership of the Special Needs Coordinator. To enable children and their parents to make the most effective use of the educational opportunities offered. To support access of the curriculum and learning of children and young people with their physical needs

### Job Duties:

#### A. Supporting the Pupil

- Drawing on knowledge of child development and various forms of special needs, to develop an understanding of the special needs of the child/ren concerned.
- To aid the child/ren to learn as effectively as possible both in group situations and on his/her own by, for example
  - enabling child/ren to communicate effectively using eye-gaze communication and specific hardware and software
  - updating and developing communication software in preparation for the curriculum
  - liaising with all class teachers in order to devise learning activities
  - liaising with external agencies and acting accordingly according on advice
  - liaising with parents and responding to their needs
  - differentiating the curriculum and content of lessons and delivering the teaching
  - assessing and evaluating child/ren's progress to share with all stakeholders
  - ensuring child/ren is/are able to use equipment and material provided
  - motivating and encouraging child/ren
  - helping pupils to stay on task and finish work
  - meeting physical needs as required
- To support with the child/ren care by:
  - Being responsible for child/ren's complete personal and emotional care and well-being, including toileting, hoisting, gastro-feeding and medication and communication both inside and outside of the classroom.
  - Enabling activities out of a wheel chair, using standing frames
  - To be responsible for continuing programmes of speech or physiotherapy instigated by the therapist in conjunction with the teacher.
  - Where appropriate help with medical care.

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Headteacher: **Jo Halliday BSc Hons Dip M NPQH**

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- To help with outings and activities away from the school setting
- To learn and consistently specific communication systems to a level sufficient to meet the needs of the child/ren with whom you work
- To be committed to working with pupils with special needs (11-18)
- To develop methods of promoting/reinforcing child/ren's self-esteem.
- Be aware of safeguarding children procedures.
- To assist with the care of sick child/ren.

After appropriate training, additional tasks may include:

- administering medication or carrying complex care procedures in line with shared care protocols.
- driving the Minibus and / or operating a tail-lift in the school minibus and use specialised fixings for wheelchairs and use seat belts accordingly.

## **B. Supporting the Teacher**

- To support and complement the role of the teacher.
- To assist, with class teacher (and other professionals as appropriate), in the development of a suitable programme for individuals or groups
- Be acquainted with and work towards the aims and objectives set for individual pupils e.g. EHCP, Physio / OT Programmes, class, department and school.
- To follow the class timetable and the teacher's planning documentation.
- To take groups/individuals for specific tasks, as directed by the teacher.
- To supervise, in conjunction with the teacher, child/ren on school outings.
- To help in the development and keeping of pupil records
- To help develop clear lines of communication and opportunities for discussion with the class teacher.
- To provide regular feedback about a child.
- To participate in all aspects of evaluation within the class.
- To ensure that materials and equipment are readily available for use and maintained and stored after use.
- To help provide a suitably stimulating environment taking into account health & safety.

## **C. Supporting the School**

- To liaise, advise and consult with other members of the school who support a child.
- To discharge all duties: early morning, break, dinner and taxi duties as directed.
- To contribute to the reviews of pupils' progress
- To attend parent meetings.
- To attend relevant staff meetings and in-service training after school or whole school inset days as and when required.
- To maintain an up to date awareness of school policies and procedures.
- To maintain confidentiality at all times.
- To maintain a good working relationship and co-operate with parents, professionals, other agencies, colleagues and provide feedback as and when required.
- Any other tasks as directed by the Headteacher which fall within the scope of the post.
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with an appropriate manager.

## **Universal**

- To be personally committed to a philosophy of continuous improvement in relation to whole academy policy as well as in all team roles and areas of personal responsibility.
- To participate in personal staff development and relevant training schemes.
- To participate in personal Professional Development.
- To comply with Health and Safety requirements.
- To comply with "Rights and Responsibilities".
- To be committed to safeguarding and promoting the welfare of children and young people.
- To undertake other duties as may be required from time to time.
- To be prepared to undertake First Aid training if required.

**SELECTION CRITERIA:**

SPECIFICATION (Job Related)	ESSENTIAL	DESIRABLE
Education	<ul style="list-style-type: none"> <li>• 5 A*-Cs at GCSE including English and Mathematics or equivalent experience / training.</li> <li>• Willing to undertake relevant training, to learn new skills and update existing knowledge, skills and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Two 'A' levels at C grade or above or equivalent BTecs or appropriate and relevant experience in this role.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working with children and young people successfully between the ages of 11 and 18 within a school setting.</li> <li>• Positive working relationships with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working in a pastoral team or within a specialist learning environment for students with SEND</li> </ul>
Skills and Aptitudes	<ul style="list-style-type: none"> <li>• Good communication and IT skills.</li> <li>• A high level of energy and resilience</li> <li>• Ability to work calmly and deliver in challenging circumstances</li> <li>• Excellent record of attendance</li> <li>• Ability to recognize and respect confidentiality</li> <li>• Ability to work under pressure, prioritise tasks and work to deadlines</li> <li>• Ability to multi-task</li> </ul>	<ul style="list-style-type: none"> <li>• A passion for improving the educational engagement of young people</li> <li>• Understanding of the <i>Code of Practice for Special Educational Needs</i></li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Able to relate to young people</li> <li>• Use of initiative.</li> <li>• Calm, flexible and resourceful.</li> <li>• Ability to work as part of a team.</li> <li>• Professional approach to work.</li> <li>• Ability to multi-task</li> </ul>	

King Alfred's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Enhanced Disclosure and Barring Service check.

All staff will be expected to promote fundamental British values.