

JOB DESCRIPTION

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POST TITLE: TEACHING ASSISTANT Special Schools (Level Two)

DEPARTMENT: Schools

GRADE/SPINAL COLUMN POINT: 3

REPORTS TO: Line Manager

PURPOSE OF JOB:

Teaching Assistants are appointed to work with children over the whole age range as part of a team under the direction of the line manager and the supervision of a classroom teacher/senior staff.

To provide learning support for pupils identified as having severe learning difficulties including complex or multiple special education needs in a range of different learning situations and settings. This will enable pupils to access an appropriate curriculum, enrich and enhance the learning experience and contribute to personal, social, physical and emotional development under the direction of a line manager.

2. MAIN RESPONSIBILITIES

- Developing an understanding of the specific needs of the pupil(s)
- Assist pupils to develop and implement their own personal care programmes, for example Personal hygiene, toileting, eating and drinking to contribute to personal and social development.
- Assist pupils with personal care programmes when they are unable to implement for themselves.

- Plan and provide practical assistance in relation to other identified physical needs e.g. transportation, dressing, meal times, and organisation of learning equipment to support PHSE development.
- Observes individuals and groups of pupil's personal, social and learning achievements. Maintains appropriate records, monitor progression and attainment and provides reports and information to **inform and** support the assessment process.
- Maintain and clean personal care equipment and materials, clothing etc. Maintain toiletry supplies.
- Organise and undertake activities with either individual or small groups of pupils to facilitate their physical, emotional and educational development.
- Monitor children's and young people's conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or challenging issues using appropriate techniques, skills strategies and routine sanctions to de-escalate potential very difficult situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
- Assist all pupils where appropriate in the proper use of personal and learning aides and equipment and to ensure that they are available.
- Provide advice, assistance, information and support to all pupil/pupils in physical/practical activities to inform choice and enable pupils to have full access to learning and life opportunities.
- Carry out routine administrative tasks i.e. photocopying, basic record keeping, and basic IT skills.
- Provide regular feedback about pupils to the teacher and other colleagues suggesting alternative methods of differentiation that respond to identified needs.
- Prepare and clear up classroom materials and learning areas ensuring that they are available for use.
- Assist in the presentation of displays in the learning environment to enhance the learning experience and celebrate the achievements of children and provide information.
- Contribute to reviews of pupils' progress, as appropriate.
- Organise and supervise individual and groups of children in dining, playground and circulation areas throughout the day. Ensure that children are engaged in appropriate activity and intervene to maintain behaviour standards and ensure wellbeing, safety and welfare.

- Record against a pupil's objective in the manner prescribed by the class team leader in order to assist the review of pupil's progress.
- Participate in and supports educational visits and outings to enhance the learning experience.
- Attend training courses to support and contribute to ongoing professional development.
- Attend staff meetings to maintain an awareness and understanding of current issues within the school and to provide and receive information and contribute to discussions.
- Provide pastoral care for pupils who are sick.
- Participates in the induction of children into specialist units, classes or schools for pupils with special educational needs.

3. SUPERVISION/MANAGEMENT OF PEOPLE

No direct supervisory responsibility other than familiarisation of procedures to colleagues.

4. CREATIVITY AND INNOVATION

Learning is an environment where new situations will arise every day.
The postholder must seek to develop positive relationships with pupils.

Contributes to the development and interpretation of individual personal care programmes to best support the pupil.

Contributes to the presentation of displays and learning resources.

Determine options and alternatives of differentiation that respond to identified needs.

Works with individuals and small groups of pupils to identify choices and options to inform goals and targets that the individual and school can work towards.

Guidance is generally available from senior colleagues, school policies and procedures, I.E.P's and lesson plans etc.

The range of the pupils learning difficulties will require the postholder to be adaptive in approach to achieve individual learning objectives with each pupil.

5. CONTACTS AND RELATIONSHIPS

Teachers – to support the teacher in the planning, preparation and delivery of a broad and balanced curriculum relevant to each pupils individual needs.

Assist them in preparing materials reporting pupils' progress and supporting learning activities.

Pupils – to support, assist and enable them to access the curriculum and develop social and independence skills to their fullest ability. To care for their personal needs.

Other staff – to work as part of a team with all pupil related staff to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of a session or day. Participate in all aspects of communication on all areas of service activity.

Parents – to exchange information related to individual pupils.

6. DECISION

Discretion - The degree of discretion for the postholder is limited.

The postholder will determine routine decisions taken from a range of known options. Non routine decisions where the outcome is unclear will be discussed with the line manager.

Any areas of concern related to child protection issues must be immediately reported to the responsible person.

Consequences - The postholder works under the direction and supervision of a teacher/line manager. Any decisions will have a limited short term effect for the pupil and on the education provision within the school.

Constructive and effective support of the pupil can enhance the pupils' physical and academic development.

7. RESOURCES

Shared responsibility for teaching materials and equipment.

Responsible for handling small sums of cash up to the value of £50.

8. WORK ENVIRONMENT

Work Demands

The postholder will normally work within an agreed routine which may vary dependent upon the needs/behaviour of pupils.

Physical Demands

Physical effort will regularly be required in assisting pupils with daily routines, e.g. mobility, transfer, personal needs, lifting and handling of basic equipment, setting out classrooms and learning environments.

Working Conditions

The post holder will work within the School environment with some periods of outdoor activity when supervising children's' activities

Work Context

The post is predominantly classroom based and some risk is posed to the personal safety of the postholder. There will be regular lifting of children or equipment. In some instances there may be a risk of infection from exposure to pupils' bodily fluids.

9. KNOWLEDGE AND SKILLS

- Ability to work with individual and groups of pupils with multiple and complex Special Educational Needs to support learning, personal, physical and social development using the knowledge of each child's differing levels of development and ability.
- An understanding of levels of development, social skills, cognitive skills, self-help skills, motor skills and language development that would be expected from individual pupils identified in their IEP.
- Good awareness of the SEN Code of practice.
- Ability to communicate effectively with children who have multiple and complex Special Educational Needs.
- Good standard of education particularly literacy and numeracy skills. Completion of DfES Teaching Assistants Induction Programme, NVQ 2 for Teaching Assistants or equivalent qualification or experience
- Routine administrative and ICT skills.
- An understanding of the education process, curriculum and current government initiatives.
- An ability to support and differentiate the relevant aspects of the curriculum to individuals and small groups of pupils.
- Awareness of the regulatory framework relevant to schools and pupils.
- Good communication and interpersonal skills.
- Ability to establish and maintain positive relationships with pupils and adults.

- Caring skills in terms of pupils physical and emotional needs
- Ability to support individuals or small groups of pupils in identified areas of the curriculum.
- Detailed knowledge of school policies and procedures in relation to all areas of school life.
- Team worker – able to work positively with others as part of the team

10. GENERAL

a) Job Evaluation - This job description has been set out in such a way as to allow for job evaluation using the GLPC Scheme as adopted by the North East Lincolnshire Council.

b) Other Duties - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

c) Equal Opportunities - The postholder must carry out his / her duties with full regard to the Councils Equal Opportunities policy.

d) Health and Safety - The postholder must carry out his / her duties with full regard to the Departments Health and Safety Procedures.

Signature

Designation

Date

Job Description prepared by:

Received by Postholder:

DIRECTORATE	Children's Services	JE REF 0048 GRADE SCP 3
SERVICE AREA	Schools	
SECTION/TEAM		TOTAL SCORE 298
JOB TITLE	TEACHING ASSISTANT Special Schools (Level Two)	

FACTORS	Level	RATIONALE
Supervision Management of People	1	No of staff: Dispersal: No direct supervisory responsibility
Creativity & Innovation	3	Routine creative skills related to new situations that arise daily and contribute to the planning and delivery of relevant learning and personal care activities.
Contacts & Relationships	2	Occasionally dealing with issues that are not straightforward.
Decisions: Discretion	2	Undertakes tasks that are within well defined routines, procedures and policies and Included on a consultative basis as part of the team to support learning personal care.
Consequences	1	Decisions will have a limited impact that would be readily identifiable consequences are regularly monitored.
Resources	1	Resources are low value that remain on site. Responsibility for handling

		small sums of cash up to the value of £50
Work Environment		
Work Demands	1	The postholder will normally work within an agreed routine which may be varied dependent upon the needs of children. Work order may be subject to change and very occasional interruption.
Physical Demands	2	Physical effort may be required. The postholder will regularly be involved with walking, using and moving furniture on a regular basis and in activities requiring sitting or kneeling on the floor for periods of time.
Working Conditions	3	Work will include periods of outdoor activity and exposure to unpleasant conditions.
Work Context	2	Some risk is posed to the personal safety of the postholder. And may be a risk of infection from exposure to children's bodily fluids.
Knowledge & Skills	2	Competent with all aspects of the job gained by experience supported by a level 2 qualification in child care or education.

EVALUATION DATE	23rd November 2006
EVALUATORS	Bill Meadows Carole Hale Julie Radcliffe Julie Gowen
EVALUATORS SIGNITURES	