

## Job Description and Person Specification

### Green Park School Teaching Assistant Level 1

Post:	Teaching Assistant (SEND) Level 1
Responsible to:	Headteacher
Scale:	Grade 3, Local Pay Point Range 3-6 pro rata.
Hours	30 hours and 50 minutes per week, term time only 8.50am-3.40pm plus one staff meeting each week until 4.30pm, excludes coffee and lunch breaks.

Teaching Assistants will be available for work 195 days each academic year of which 190 shall be days on which pupil contact is required. Actual days are determined by the Headteacher.

#### Duties and Key Tasks

Duties will in general entail work with pupils and students normally between the ages of 3-19 years with severe, complex, and profound learning difficulties and associated disabilities, including those pupils who may exhibit challenging behaviour.

Teaching assistants are an essential part of the teaching team. The role requires close cooperation and communication by all staff to ensure the efficient running of the school, to meet the care needs of pupils and their educational targets.

The postholder works under the direct instruction of teaching staff to support access to learning for pupils and provide general support to the teacher in the management of pupil's intimate care programmes, therapy provision and the organisation of teaching and whole school resources.

#### Support for Pupils

- Attend to the pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. This includes swimming in and off site with pupils and supporting physical education programmes such as Rebound therapy.
- Supervise and support pupils ensuring their safety and access to learning activities, lunchtime and play activities which includes supporting their health and safety e.g cleaning up of spillage and waste.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Become skilled in Total Communication strategies so that you can communicate with pupils and listen to their views.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the

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teacher and other professionals

- Encourage pupils to act independently as appropriate.
- Be sensitive to individual learners' disabilities and show empathy for their changing needs

### **Support for the Teacher and Class team**

- Prepare learning environment for successful learning e.g. setting up lessons and resources for the day ahead, clearing away aids and equipment, displaying pupils work
- Be aware of pupil needs and targets, their progress and achievements and report these to the teacher.
- Undertake pupil record keeping including assessments using iPads, toileting charts, behaviour logs, accident and incident reports, safeguarding logs.
- Support the teacher in managing pupil behaviour by following Positive Behaviour Support plans (PBSP's), reporting difficulties as appropriate and praising children for their effort and achievements.
- Support physical therapy programmes and use resources to support individual pupils e.g. moving and handling aids, specialist feeding aids, mobility aids
- Contribute your views and ideas to the teachers planning and deliver the programme as requested by the teacher.
- Gather/report (written/verbal) information from/to parents and carers and multi-professionals as directed including daily diaries.
- Provide clerical/admin support to develop pupil's records.

### **Support for the Curriculum**

- Support pupils to access learning opportunities in their Education Health and Care plans.
- Use appropriate strategies and resources to promote learning such as Makaton signing, PECS communication systems, Tassels on body signing, Intensive interaction.
- Ensure you have read and understood Learning Passports, Positive Behaviour Support Plans, Moving and Handling Plans, and Class risk assessments, seeking advice from class staff or trainers in school where necessary.
- Support pupils in using basic ICT and communication aids technology as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use: specialist physical therapy equipment, classroom resources for lessons, specialist resources and playtime equipment.

### **Support for the School**

- Ensure constructive working relationships are formed between the school business team, staff, parents, professionals, and pupils in line with the Staff Code of Conduct.

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- To undertake risk assessments reporting all concerns to an appropriate person.
- Be aware of and support differentiation and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall vision, values and ethos of the school.
- Attend and contribute to relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

### **Strengthening Community**

- Appreciate and support the role of other professionals
- Establish good relationships with parents, community and professionals acting as a good role model that reflects the high expectations of the Governors of the school.

### **Safeguarding**

School is committed to keeping children, young people and vulnerable adults safe.

The post holder is responsible for promoting and safeguarding the welfare of the children, young people, and vulnerable adults for whom she/he is responsible for or comes into contact with.

### **Health & Safety**

To be aware of and comply with policies and procedures relating to:

- Child protection and Safeguarding,
- Health and Safety
- Emergency procedures such as fire drills, lockdowns, and allergy management
- Site security
- Intimate care procedures,
- Confidentiality
- Data protection.

To access the learning platform on a regular basis and school emails, acting on any actions required.

To read and update yourself on the Staff news shared each weekly so you are informed about changes in school and act on advice.

To report any site faults, concerns or near misses on Parago or IR1 system in a timely manner.

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### **Policies & Procedures**

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

### **Special Conditions of Employment**

#### **Rehabilitation of Offenders Act 1974**

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bindover orders and warnings being considered.

If the jobholder is arrested or summonsed for an offence, or they receive a conviction, bindover order or a warning given by a police force, they are required to inform the Headteacher/ Principal of this fact immediately.

Such information will be treated in confidence, so far as is consistent with the safety of children, compliance with statutory safeguarding procedures and the School's / Academy's relevant Procedures. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

#### **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed by the jobholder.

#### **Confidentiality and Data Protection**

The job holder is expected to comply with the provisions of the Data Protection Act 1998. Any information that they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy. Nothing shall prevent you from disclosing information which you are entitled to disclose under the Public Interest Disclosure Act 1998 (as amended), provided the disclosure is made in accordance with the provisions of the Act. The School's Whistleblowing Policy is available from the School Learning platform.

#### **Equality and Diversity**

Green Park School is committed to equality and values diversity. As such the School

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is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. The Duty requires the School to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

### **Training and Development**

Green Park School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the job holder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the salary grade for the job. The jobholder is expected to comply with any reasonable management requests.

<b>Job description reviewed by</b>	
<b>Date</b>	

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Factors	Essential or Desirable	Measured by Application A Interview I Task T
<b>Qualifications and Skills</b>		
Good Literacy and Numeracy skills. English C or above Maths C or above	Essential Essential Essential	A/I/T
<b>Experience</b>		
Working with or caring for children. of a relevant age and /or pupils with special needs	Desirable	A/I/T
Working with pupils or adults with Severe, complex and Profound learning difficulties.	Desirable	A/I
Dealing with pupils with challenging behaviour	Desirable	A/I
Knowledge of whole school safeguarding policies and practices.	Desirable	A/I
<b>Training / Knowledge</b>		
Have a positive attitude to challenge and change	Essential	A/I
Basic understanding of child development and learning.	Essential	A/I
Empathy of specific and individual needs of children	Essential	A/I
Participate in development and training opportunities including INSET days.	Essential	A/I
Aware of own mental health and pupil and staff well-being in the workplace.	Desirable	A/I
Training in relevant learning strategies e.g. Numicon, Read Write Inc, Makaton, PECS	Desirable	A/I/T
First aid training including specialist medical intervention as appropriate.	Desirable	A/I
Effective use of ICT to support learning. Use basic technology – computer, video, photocopier, digital camera, laminator	Desirable	A/I/T
<b>Own Management skills</b>		
Organisational and time management skills. Able to prioritise	Essential	A/I/T
Can work as part of a team, can relate to children and adults	Essential	A/I/T
Ability to make difficult decisions based on putting the children first.	Essential	A/I
Ability to use own initiative appropriately	Essential	A/ I
Demonstrate emotional resilience.	Essential	A/I
High standard of personal morals, values and ethics ensuring equity, respect and dignity is observed across the school.	Essential	A/I
Willingness to ask for support and advice where necessary.	Essential	A/I
Contribute to the development and training of other staff.	Desirable	A/I
Ability to self-evaluate learning needs and actively seek learning opportunities.	Desirable	A/I
<b>Interpersonal skills</b>		

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Good communication skills		A/I/T
Effective and sensitive liaison with parents		A/I/T
An empathy and understanding of issues relating to disability.		A/I/T
Work constructively as part of a team.		A/I
Able to manage challenging behaviours. Actively contribute to meetings.		A/I
Excellent relationship with other staff.	Essential	A/I
Understand classroom roles and responsibilities and your own position within these.	Essential	A/I
<b>Personal Qualities and Interests</b>		
To have a sense of humour	Essential	A/I
To be adaptable and flexible	Essential	A/I
To respect trust and confidentiality.	Essential	A/I
To have confidence.	Essential	A/I
To be able to deal with stressful and emotional demands of the post.	Essential	A/I
Leisure / Hobbies/ Interests outside school	Essential	A/I
Good personal presentation.	Essential	A/I