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| Job Title | Teaching Assistant (special school) | | |
| Location | Bidwell Brook School | | |
| Reporting to | Class Teacher and Headteacher | | |
| Post Number | | Grade | C |
| Directorate/Section | CYPS | | |
| Effective date of JD | | JE Job Number | |

Job Purpose including main duties and responsibilities:

To work under the instruction of teaching/senior staff to undertake educational, care, and support programmes, to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

Major responsibilities:

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils with severe and profound and multiple learning difficulties.
- Promoting and safeguarding the welfare of children and young people.
- Delivering pre-determined learning, care and support programmes.
- Implementing literacy/numeracy programmes, as set by the teacher.
- Assisting with planning cycle.
- Undertaking general clerical/administrative support for the teacher.

Duties

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assisting with the display of pupils work.
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities on a regular basis.
- Monitoring pupils responses to learning activities and accurately recording achievements/progress as directed.
- Providing detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with challenging behaviours in line with individual behaviour plans and established policy and procedures.
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher.
- Providing clerical/administrative support eg photocopying, typing, filing, money etc.

Support pupils by:

- Supervising and providing particular support for pupils ensuring their safety and access to learning activities.
- Assisting with the development and implementation of IEP's, Behaviour plans and Personal Care plans (see addendum 1).

- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and to engage in activities led by the teacher.
- Setting challenging and demanding expectations and promoting self esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses (see addendum 2).
- Undertaking programmes linked to local and national learning strategies, recording achievements and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use.
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, and staff code of conduct, and reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending team meetings as and when required.
- Participating in regular training sessions, courses, and other learning activities and performance development, as required.
- Assisting with the supervision of pupils during break and lunch times (see addendum 3).
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher (see addendum 4).

This document outlines the duties required of the post holder for the time being, to indicate a level of responsibility. It is not a comprehensive or exclusive list, and from time to time duties may be varied according to the needs of the school and pupils, which will not change the level of responsibility or general character of the job.

Addendum

1. Attending to the pupils general welfare, personal needs and personal hygiene across the full age range of 3 – 19 years. Following appropriate training, administer regular or emergency medication to pupils, if required, and use appropriate procedures to care for a pupil during and after an epileptic seizure.
2. Carrying out feeding, physiotherapy, Occupational therapy and speech and language therapy programmes, as set by an appropriate therapist. Post 16 groups, accompany pupils to outside work experience.
3. Assisting with pupils mobility.
4. Accompanying pupils to hospital in an emergency situation when necessary.

PERSON SPECIFICATION

TITLE Generalist Teaching Assistant
(Level 2)

SCHOOL Bidwell Brook School

GRADE C

| Category | Requirements | Essential/ Desirable | Method of Assessment¹ |
|--------------------|--|---------------------------------|---|
| Education/Training | Good numeracy/literacy skills | Essential | A |
| | Requirement to participate in training/development as/when identified by line manager as essential for performance of the post | Essential | A, I |
| | Willingness to participate in other development and training opportunities | Essential | A, I |
| | Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment | Essential | A, I |
| | NVQ 2 for Teaching Assistants or equivalent qualifications/experience | Essential | A |
| | Training in the relevant learning strategies e.g. literacy | Desirable | A, I |
| Experience | Working with or caring for children of relevant age, or completion of the DCC TA Access Course | Essential | A, I |
| Knowledge | Basic understanding of child development and learning | Essential | A, I |
| | Understanding of relevant policies/codes of practice and awareness of relevant legislation | Desirable | A, I |
| | General understanding of national/foundation stage curriculum and other basic learning programmes | Desirable | A, I |
| Skills/Abilities | Ability to effectively use ICT to support learning, or to undertake training to do so | Essential | A, I |
| | Ability to use other technology to support learning – e.g. video, photocopier etc. | Essential | A, I |

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| | Ability to self-evaluate learning needs and actively seek learning opportunities | Essential | I |
| | Ability to relate well to children and adults | Essential | I |
| | Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those | Essential | A, I |
| Equal Opportunities | Demonstrate anti discriminatory practice. | Essential | I |
| Safeguarding | Promote and safeguard the welfare of children / young people. | Essential | I |

¹ Key for Method of Assessment:

A – Application I – Interview