Teaching Assistant with Care Responsibilities Role Profile

|  |  |  |  |
| --- | --- | --- | --- |
| *Role Title*  | Teaching Assistant with care responsibilities  | *Reporting to*  | SENCo  |
| *Section*  | Student Support Team  |  |   |
| *Contract type*  | Permanent, 32.5 hours per week, term time only. Some flexibility in hours is required (e.g. occasional evening meetings).  | *Grade / Salary*  | Grade 6, (SCP 18-21)   |

 Part A – JOB DESCRIPTION

|  |  |
| --- | --- |
|  *Overall purpose of role*  | To work under supervision, direction and guidance of the. Taking particular responsibility for the additional needs of an identified student. Assisting the teacher in the overall delivery of the Curriculum and undertake work/care/support programmes to enable access to learning for all students and the teacher in the management of students in the classroom. Work may be carried out in the classroom or outside the main teaching area.  |
| *Safeguarding Requirements*  | This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants MUST complete the MAT’s standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.  |

|  |
| --- |
|  *Key Outputs*  |
| 1. To undertake duties in accordance with school practices and procedures, ensuring the post holder actively upholds and promotes the philosophies of the school.
2. Under the guidance of the teacher, supervise activities and assist with the general management and control of students in school.
3. To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.
4. As directed by the teacher to promote good student behaviour, dealing promptly with conduct and incidents in line with established policy and encourage students to take responsibility of their own behaviour.
5. To undertake relevant training and development as required from time to time by the Principal or
 |
| Governors, and be involved in ongoing development reviews of skills and competencies. 1. To attend and contribute towards the daily departmental briefing and other meetings as required.
2. To actively encourage the inclusion of all students to participate in the life and activities of the college and access the national curriculum to the best of their ability.
3. To provide individual assistance or assistance within groups through Pastoral Support Plan (PSP), My Support Plans (MSP), EHC plans, SEN support and teaching strategies etc, to maximise their achievements.
4. To work with the teacher to monitor and assess student progress towards achievement of SEN targets as identified in relevant plans.
5. To deal with students who require physical restraint and intervention, using such methods as TEAM-TEACH, as required under the direction of the Head teacher.
6. To act as a key person with an overview of the additional needs of specific students. This would include acting under the direction of the SENCo to coordinate provision. To keep fully up to date with developments in related issues and undertake any relevant training as required.
7. Under the direction of the teacher, assist in the delivery of the structured and agreed learning activities/teaching programmes.
8. As part of your wider duties and responsibilities you are required to promote and actively support the School’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to out Safeguarding Policy on the College Website
9. Carry out your duties with due regard to current and future College policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through College communications.
 |

|  |
| --- |
| *Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)*  |
| * Range of Teachers and Support Staff approximately 60 across the whole school.
* Range of Students approximately 450. Number of SEN students varies with each new intake.
 |

|  |
| --- |
| *Work/Business contacts*  |
| Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best. External: External staff, Other Schools, Parents and families.  |

|  |  |
| --- | --- |
| *Expertise in Role Required (At selection - Level 1)*  | Essential or Desirable  |
| * Experience of working with young people with specific care needs
* Be able to demonstrate levels of numeracy and literacy to GSCE [A-C]
 | Essential Essential  |
|  NVQ 3 for Teaching Assistants or equivalent qualifications or experience  | Desirable  |
|  Experience of working with children/young people  | Essential  |
|  Experience of working with children/young people in a school  | Desirable  |
|  Experience of working with children who have SEN  | Desirable  |
|  Ability to engage and influence others  | Essential  |
|  Experience of working with external organisations  | Desirable  |
|  Excellent communication skills and the ability to foster good relationships with parents carers and other outside agencies  | Essential  |
|  Excellent behaviour management skills  | Essential  |
|  Commitment to the safeguarding of young people  | Essential  |
|  Ability to monitor and evaluate impact of interventions and strategies  | Essential  |
|  Ability to deal with the personal care and comfort, and necessary treatments with students, i.e. toileting and intimate care issues  | Desirable  |
|  Ability to assist the teacher in planning class activities  | Essential  |
|  Ability to prepare differentiated materials and teaching aids suitable for learning activities  | Essential  |
|  Ability to use ICT to support learning  | Desirable  |
| *Other (Physical, mobility, local conditions)*  |  |
|  Is willing to work flexibly within scope of overall hours, e.g. twilight meetings.  | Essential  |

|  |
| --- |
| *Expertise in Role - After initial development - Level 2*  |
| * Working knowledge/understanding of how to meet the needs of young people with physical and learning difficulties gained through relevant training.

 * Understanding of Educational Health Care plans and My Support Plans.

 * Working knowledge or understanding of relevant policies and codes of practice.
 |

|  |
| --- |
| *Expertise in Role (Advanced - Level 3)*  |
|  Specialist skills/training in supporting special educational needs of students  Specialist skills/training in curriculum or learning area.  |

 Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the Selection Process, this may involve written exercises, group discussions, presentations, interview etc.

|  |  |
| --- | --- |
| *Structure*  |  |
|           |  | Head Teacher  |  |
|  |  |
| SENCo  |
|  |  |  |
| TA with responsibilities for student/s with Special Educational Needs |  |
|  |

|  |
| --- |
| *Signatures*  |
|   Approved by : CEO    Approved by : Post Holder/or Representative     |