



Academies Trust

SEND Teaching Assistant
Candidate Pack

Our SEND Teaching Assistants make a real difference to the lives of young people with Special Educational Needs and Disabilities in our academies, by providing high quality care to pupils and exceptional support for learning activities.

Integral to ensuring that our young people achieve their full potential, our SEND Teaching Assistants work closely with Classroom Teachers to secure an outstanding education and learning experience for pupils, assisting with behaviour management and learning activities, liaising with families and recording pupil progress.

In addition, the delivery of high-quality care, support programmes, interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural), ensures that the health, safety and wellbeing needs of pupils are met, enabling learning and ensuring the best possible education. Formal training will be provided in respect of such activities where necessary.

So, if you have an understanding of, or an interest in meeting the needs of young people with disabilities and enabling them to thrive, then we'd love to hear from you.

We are recruiting for SEND Teaching Assistants in several of our established academies in East Leeds ready for September 2023. This is also a unique opportunity to contribute to the success of Co-op Academy Brierley from day one – a brand new, purpose-built special school opening in September 2023.

Co-op Academy Woodlands

Primary Academy
Foundry Place, LS9 6DA
<https://woodlands.coopacademies.co.uk>

Co-op Academy Brownhill

Primary Academy
Torre Drive, LS9 7DH
<https://brownhill.coopacademies.co.uk>

Co-op Academy Nightingale

Primary Academy
Stanley Road, LS9 7AX
<https://nightingale.coopacademies.co.uk>

Co-op Academy Leeds

Secondary Academy
Stoney Rock Lane, LS9 7HD
<https://leeds.coopacademies.co.uk/>

Co-op Academy Brierley

All-through special school
Sept 2023: Stanley Road, LS9 7AX
Sept 2024: Cross Green Lane, LS9
<https://brierley.coopacademies.co.uk>

Applicants should specify on their application form which academy (or academies) they would like to be considered for.

As a colleague at Co-op Academies Trust, you'll work within a diverse learning community, striving to deliver an outstanding working and learning experience for all. You will be joining a supportive, committed, and passionate team who work hard to ensure that everyone in our Trust

can achieve their potential. And of course, you'll do all this whilst capturing the spirit of our vision and values and whilst role-modelling exceptional professional behaviours.

The Application Process

Closing date for applications: Monday 12 June 2023 at 9am

Interviews will be held on Tuesday 20 June 2023

How to apply

Visit coopacademies.co.uk/vacancies to download an application form.

Completed applications should be emailed to centralrecruitment@coopacademies.co.uk before the closing date and time. Please ensure that you complete and submit Part A and Part B of the application form.

Applicants should specify on their application form which academy (or academies) they would like to be considered for, in order of preference.

Benefits

What you do here really counts. And we offer a range of benefits and rewards to recognise the part you play in our success. Whether they benefit your finances, your wellbeing, or your family, in or outside work. From career progression and working and making a difference within your local community, to a whole range of financial discounts and benefits, working at Co-op Academies Trust isn't just your standard job.

We offer competitive salaries and access to the Local Government Pension Scheme, as well as travel season ticket loans, 24-hour access to free money support, and for colleagues who want to save or need help managing finances we have savings and loan products which can be deducted from your pay.

We want you to stay happy and healthy. So as a support staff colleague you'll get the school holiday periods off work. And even better, we offer a free flu vaccine, cycle to work scheme; 24-hour access to free health and wellbeing support and discounted gym membership at Nuffield gyms.

We also offer a 10% discount on Co-op branded Food, with regular increased promotional discounts and offers at various points in the year.

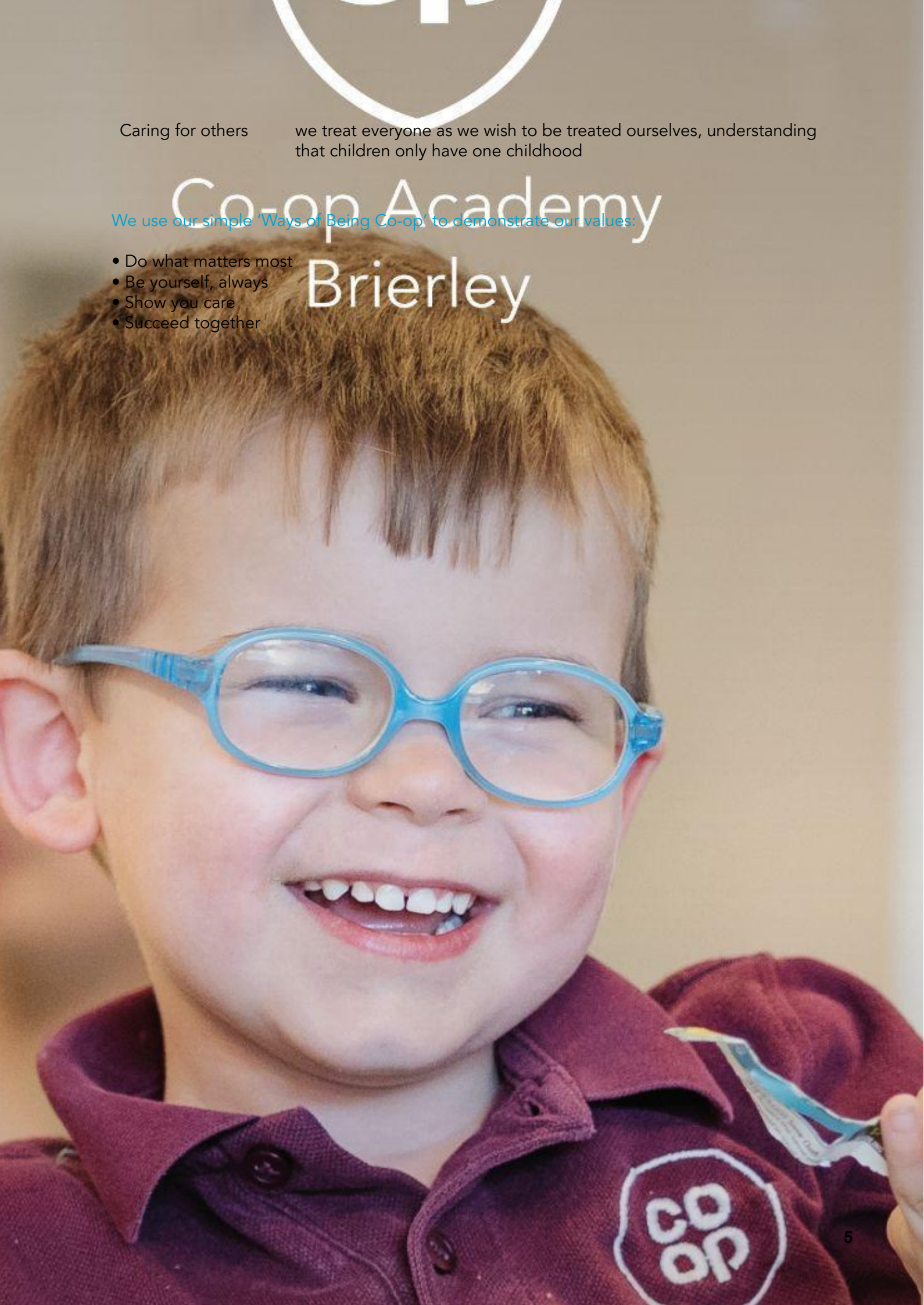
Our Values

Co-op Academies Trust is committed to the values shared by cooperatives everywhere:

Self-help	we support learners, parents, carers and staff to help themselves
Self-responsibility	we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions
Democracy	we give our learners, parents, carers and staff a say in the way we run our schools
Equality	we believe that the voice of each individual should be heard
Equity	we run our schools in a way that is fair and unbiased
Solidarity	we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness	we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances
Honesty	we act in a professional and respectful manner in our dealings with everyone
Social responsibility	we maximise our impact on the people in our communities while minimising our footprint on the world



Caring for others

we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

Co-op Academy

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Brierley

SEND Teaching Assistant

Salary / grade range	L2: SCP 4-6 L3: SCP 7-11
Location	Co-op Academies: Brierley, Nightingale, Woodlands, Oakwood, Brownhill, Leeds

Purpose of role:

To supervise and provide support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.

The post holder will complement the class teacher in delivering effective teaching and learning, proactively supporting the teacher in making sure that all pupils receive an appropriate and suitably challenging creative curriculum. You'll assist the teacher in the behaviour management of pupils, and make sure that resources are used effectively.

You will also help ensure the safety, health and wellbeing of pupils, through the delivery of care, support programmes, interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural) across lesson and non-lesson time.

Formal training will be provided where necessary in specialist strategies, moving and handling, medical interventions, safeguarding, PREVENT, GDPR and Team Teach (de-escalation and physical intervention to support challenging behaviour).

Working under the direction and guidance of senior staff, you'll be expected to follow school policies, procedures and code of conduct. This will include but is not limited to;

- *'Safeguarding and Child Protection Policy'* in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.
- *Supporting Children with Medical Conditions Policy' including infection control policies and procedures including Bare Below the Elbows.*

- Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

Key accountabilities (and specific duties / responsibilities):

- Supervise and provide support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.
- Work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.
- Be accountable for the support, progress and supervision of pupils within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures within the scope of the role e.g. raising safeguarding concerns at the earliest opportunity and participation in school/NHS incident reporting protocols.
- Assist with the implementation of individual pupils' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including meeting, personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.
- Deliver health interventions deemed appropriate to the role in line with Appendix 1, delegated nursing tasks (based on Royal College of Nursing guidance).
- Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.
- Adopt an adaptable and responsive approach to engage and motivate pupils and promote self-esteem.
- Prepare, create and maintain a purposeful, orderly and supportive learning environment to minimise barriers to learning. Take responsibility for the care, storage, preparation, maintenance, and use of equipment, including specialist resources such as communication, sensory, moving and handling, physiotherapy and medical equipment.
- Ensure familiarity with pupils' pre-determined learning intentions and the school's evidence recording system in order to proactively and accurately contribute to the assessment of pupil progress. Feedback constructively to pupils, the teacher and other relevant colleagues.
- Promote positive values, attitudes and responsible behaviour. Take full account of individual pupils' needs and disabilities when responding to challenging behaviour. Ensure full familiarity with pupils' Behaviour Support Plans in order to de-escalate potentially challenging behaviour at the earliest opportunity. Offer assistance promptly to colleagues whenever needed. Support with physical interventions whenever required following Team Teach training. Report incidents of challenging behaviour in line with the school's policy and reporting systems.

- Encourage pupils to interact and work cooperatively with others and proactively endeavour to engage all pupils purposefully throughout the day.
- Liaise with parents and other partners as directed by teachers and senior staff. Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, other professionals, Ofsted representatives and school reviewers.
- Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Support pupils in the use of ICT in learning activities as directed by the teacher and develop pupil's competence and independence in its use.
- Support teacher and other senior staff in the use of ICT for recording and reporting purposes e.g. uploading photographs and data input for Evidence for Learning assessment tool.
- Continue to promote learning and development during lunch and break time.
- Support pupils out of lesson times, including transport before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the leadership of the teacher.
- Provide support for classroom colleagues through admin processes and resources, and work as partners with class teams by taking an active part in team meetings and planning discussions.
- Contribute to a positive safety culture. Put pupils first and their safety foremost.
- Carry out any other reasonable request as and when required.
- Professionally engage with training courses and opportunities provided either by the school or external providers e.g. NHS organisations, Team Teach, Moving and Handling. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date.
- Rigorously apply school policies and ensure procedures are followed including, but not limited to, policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Follow Standard Operating Procedures (e.g. Missing Child Procedure and Emergency Services Procedure) and contribute to their review.
- Participate in your own performance development, identify and address any training needs/other learning activities and active engagement with your line manager.

- Contribute to school life and the overall vision, values and guiding principles of the school and Trust.

Note: whilst we've tried very hard to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities. A document such as this does not permit every item of the day-to-day role to be specified in detail, particularly as this will vary depending on the specific needs of the pupil(s) you are working with.

Also, roles will naturally evolve and job descriptions will be reviewed with jobholders and updated periodically to reflect this.

Appendix 1: Delegated Tasks

Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks, if required:

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. Epipens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training, including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP)).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.
- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) (ask carol e.g ileostomy).
- Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document 'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,' Royal College of Nursing, 2018.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications NVQ2 for Teaching Assistants or equivalent qualification</p> <p>GCSE English and Mathematics Grade C or equivalent</p> <p>Qualifications relating to post e.g. health, children, practical skills, first aid, minibus driving, food hygiene.</p>	Desirable	A A A
<p>Experience Experience of working with pupils with a range of special educational needs and disabilities</p> <p>Experience of working as part of a team</p> <p>Experience of behaviour management and physical intervention</p> <p>Experience of the use of hoists physical positioning</p> <p>Experience of therapy and health interventions</p> <p>Team Teach trained</p> <p>Trained in moving and handling</p>	Desirable Desirable Desirable Desirable	I/A I/A I/A I/A I/A
<p>Skills, Ability, Knowledge Evidence of previous personal development</p>		A/I

<p>An understanding of the needs of children with disabilities</p> <p>Willing and able to meet the physical needs of active disabled children (e.g. through the use of hoists and undertaking personal care)</p> <p>The ability to provide a range of care including some medical interventions (with training)</p>		<p>A/I</p> <p>A/I/T</p> <p>I/T</p>
<p>Personal Qualities</p> <p>Willingness to undertake development and training and then apply the skills and knowledge within the role.</p> <p>Trained in areas relevant to post e.g. Child Protection, IT, Team Teach, moving and handling, epilepsy, Makaton, PECs, Intensive Interaction</p>	<p>Desirable</p>	<p>I/A/T</p> <p>I/A/T</p>

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.