

Role Profile

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| Service: | |
| Location: | Various – Community Special Schools in Barnet |
| Job Title: | Teaching Assistant (Special Schools) Level 3 |
| Grade: | F |
| Post No.: | |
| Reports to: | Headteacher/Deputy Headteacher/Class Teacher |

1. Purpose of Job:

The key focus of jobs in this job family profile is to:

- support the classroom teacher with their responsibility for the development and education of all pupils which may include requiring detailed and specialist knowledge in particular areas
- assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- provide specialist assistance to pupils with ASN who need particular help to overcome barriers to learning
- assist the teacher in the whole planning cycle and the preparation of resources.

Jobs in this job family profile include:

- an experienced teaching assistant with additional knowledge in a specialist area providing support and learning for pupils with ASN (Additional Support Needs), such as those with moderate, severe, complex, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities within a special school or
- a cover supervisor who assists pupils to undertake set activities

Jobholders generally work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.

Jobholders may also supervise whole classes occasionally during the short-term absence of teachers, which may be planned or unplanned. The primary focus will be to maintain good order and to keep pupils on task.

2. Key accountabilities/duties/responsibilities:

Each school is organised differently, and the range of duties carried out will be different in each school. This section of the role profile gives examples of the duties and responsibilities that may be carried out.

This list is not exhaustive.

Support for the Pupils

- Attend to pupils' personal needs including toileting, hygiene, dressing and eating as well as help with social, emotional, welfare and health matters reporting problems to teacher as appropriate. Physically assist pupils in activities (may involve lifting where support with mobility is required)
- Use specialist skills/training/experience to support pupils in curricular or learning activities in accordance with individual Education, Health and Care Plans and/or other support plans, as required
- Contribute to the development of and implementation of Education, Health and Care Plans and/or other support plans, as required
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage pupils in all activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Participate in planning, organising and implementing individual development plans for pupils, including attendance at and contribution to reviews
- Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
- When accompanying teaching staff and pupils on educational visits, trips and out of school activities support pupils with medical care needs. This may include gastrostomy management, suctioning and tracheostomy care, catheter care, and administering

medication, in accordance with an agreed plan, and under the direction of healthcare practitioner and following appropriate training

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Under the guidance of teaching staff, may provide supervision of whole classes during planned and unplanned teacher absence. This will include implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake acknowledgement marking and other straightforward marking of pupils' work and record achievement/progress in accordance with the school's marking policy
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents
- Administer and assess routine tests and invigilate exams/tests
- Support teaching/senior staff with routine administration such as administration of coursework; produce worksheets for agreed activities
- May monitor pupils conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or challenging issues
- Evaluate specialist learning activities with the teacher, writing reports and records as required
- Support the teacher in monitoring, assessing, recording and reporting on pupil development, progress and attainment

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and use specialist and/or medical equipment, plans and resources to support pupils according to their individual needs
- May support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of Level 1 and Level 2 Teaching Assistants as appropriate.
- Undertake planned supervision and support of pupils' out of school hours learning activities including before and after school and at lunchtimes and may work with pupils not working to normal timetable

- Supervise and support pupils on educational visits, trips and out of school activities as required
- Assist with organising and supporting medical visits, educational visits and special events, such as School Concerts, Plays, Parents / Carers evenings
- Respond to panic alarms where appropriate

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.

PERSON SPECIFICATION

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|--------------------|--|
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| Job Title: | Teaching Assistant (Special Schools) Level 3 |
| Grade: | F |
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| Knowledge, training and experience |
|---|
| <ul style="list-style-type: none"> • Educated to NVQ level 2 / GCSE Grade A-C or equivalent knowledge and experience • Likely to have experience of working or volunteering as a Level 2 Teaching Assistant or a similar role • Working at the National Occupational Standards (NOS) in Supporting Teaching & Learning – Level 3 (or equivalent) • NVQ 3 in Supporting Teaching in Learning • Knowledge of relevant policies and procedures such as child protection, health and safety and positive handling techniques • Working knowledge of the national curriculum and relevant school policies • Knowledge of how to apply Education, Health and Care Plans and other support plans • Awareness of physiotherapy, hydrotherapy, occupational therapy/speech/language therapy and special interventions that are required • Knowledge of specialist equipment to assist pupils in class, for example spinal rod, splints, braces, wheelchairs, hoists and slings and specialist communication technology • May undertake a range of training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism, Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach, plus gastrostomy management, suctioning, tracheostomy care, peg feeding, first aid, nebuliser use, Makaton, PEC (picture exchange communication), use of specialist equipment • Basic IT skills, such as Internet browsing and accessing email |

Skills

Planning, organising and controlling skills

- Work under the guidance of a teacher
- Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, attending to pupils' personal needs
- Provide learning activities and teaching programmes as agreed with teacher, differentiating and adapting learning programmes to suit the needs of the allocated pupils with ASN
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carers permission has been granted)
- May provide planned or unplanned cover of teacher/classes, managing learning environment and pupil behaviour
- May supervise the work of other teaching assistants

Communication and influencing skills

- Daily contact with parents/carers regarding their child to discuss sensitive and confidential information, for example personal care, health, medication, child behaviour
- Use language and concepts appropriate to the child's particular needs, age, stage of development, and culture
- Training in augmentative and alternative communication
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided, for example provide information to doctors/family, relay to medical staff what actions have been taken in response to incidents
- May support the head teacher or teacher in the induction of new staff or volunteers
- May supervise other teaching assistants

Initiative and Innovation skills

- Under the guidance of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities
- Work within and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection
- Use initiative and make decisions to:
 - Work with the classroom teacher in the development and education of pupils with ASN and provide personal care and support to pupils. This could include administration of medication
 - Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate
 - Provide the teacher with feedback on pupil progress, behaviour, wellbeing, achievements and problems
 - Support the teacher in managing pupil behaviour
 - Provide feedback to pupils in relation to attainment and progress
 - Implement agreed learning activities/teaching programmes, amending approach according to pupil responses/needs
 - Implement local and national learning strategies such as literacy, numeracy, KS3, early years/ or IEPs, and make effective use of opportunities provided by other learning activities to support the development of relevant skills
 - Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
 - Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime where applicable.
 - Assist with organising and supporting medical visits, educational visits and special events
 - Understand and appreciate each individual pupils specific needs and condition
 - Recognise/identify changes in behaviour or wellbeing with a pupil and refer to/call in additional support
 - Check all equipment before use to ensure safe operation/use
 - Ensure pupil's dietary requirements are met, for example food chopped, sieved, any allergies
 - Identify and use best and most appropriate method of communication with individual pupils, for example Makaton, PEC
 - Ensure own personal hygiene to avoid cross infection between pupils, for example hand washing, wearing gloves, disinfecting changing mats, careful use of equipment
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(The above examples are not exhaustive)

Supplementary Information Form

| | |
|---|---|
| Post Title | Teaching Assistant (Special Schools) Level 3 |
| Service Area | Various – Community Special Schools in Barnet |
| Job Ref Number | For office use |
| Budget management accountability | <p>Please describe the accountability for managing budgets and their value, if applicable</p> <p>No direct budget responsibility but may carry out financial transactions, including handling small amounts of cash, in line with policies and procedures</p> |
| Staff management accountability | <p>Please describe the accountability for managing or supervising employees or equivalent, if applicable</p> <p>None – though may support the head teacher or teacher in the induction of new staff or volunteers</p> |
| Physical effort | <p>Please describe the nature of any physical effort associated with the job that is over and above normal office requirements. It is important to also describe the frequency of the effort (for example, 'on average once a week', 'most of the time')</p> <p>Daily requirement to manoeuvre pupils with physical disabilities, assist in physical activities, or positive handling of pupils as specified and as required following appropriate training</p> <p>Working under direction of Occupational Therapist , Physiotherapist, Speech or Language Therapist carry out daily programmes of exercises or routines with pupils as required</p> <p>Will undertake moving and handling activities as required, for example carrying and lifting equipment and resources, putting up displays</p> |
| Working environment | <p>Please describe the nature of any adverse working conditions associated with the job. Please include people related behaviour including abuse and aggression from the public and environmental working conditions such risk of injury from people, dirt, smells and noise. It is important to also describe the frequency of the condition (for example, 'on average once a week', 'most of the time')</p> <p>Daily requirement to wear personal safety equipment (padded clothing, arm shields) when working with pupils who exhibit challenging behaviours, for example hitting, biting, scratching, kicking, hair pulling</p> <p>Daily and on-going requirement to ensure intimate personal hygiene of pupils and provide very personal care, for example changing sanitary pads, incontinency pads, soiled clothing , feeding (peg feeding, suctioning), showering, drying after swimming/therapy</p> |

Role Profile Checklist

- 1 The role profile contains a **job purpose** statement that clearly and concisely describes the overall purpose of the job. This should be a short statement, usually 2 or 3 sentences at the most. ☐
- 2 The role profile contains a number of **accountability or responsibility** statements that describe the role in more detail. ☐
- 3 The role profile contains a **person specification** that clearly details the knowledge, skills and experience required by somebody to carry out the job. ☐
- 4 The role profile contains the level and type of qualification (or equivalent experience) required to carry out the job ☐
- 5 The SIF contains specific information concerning accountability for managing or monitoring budgets and/or the management or supervision of other people. ☐
- 6 The SIF contains specific information concerning the physical effort and/or working conditions experienced in the role. (over and above 'normal' office environment) ☐

DECLARATIONS

This role profile and supplementary information form provides a fair reflection of the responsibilities, duties and demands of the role and the knowledge, skills and competencies required to carry it out.

Line manager to tick the appropriate boxes below:

| | | |
|---|---|--------------------------|
| 1 | Consulted with individual jobholder if applicable (do not tick if the job covers more than one jobholder) | <input type="checkbox"/> |
| 2 | Consulted with group/sample of jobholders if applicable (do not tick if the job covers just one jobholder) | <input type="checkbox"/> |
| 3 | Trades union involved in the update process if applicable (please tick if a trade union representative has been involved in the update process. For example, if the individual is a union member and requested their rep be involved or where there are larger groups of employees) | <input type="checkbox"/> |
| 4 | No jobholder as job is currently vacant | <input type="checkbox"/> |
| 5 | Role being evaluated is for a restructure consultation | <input type="checkbox"/> |
| 6 | Jobholder not consulted – Other reason: Please specify: | <input type="checkbox"/> |

| Line Manager | Head of Service |
|--------------|-----------------|
| Print | Print |
| Sign | Sign |
| Date | Date |

