



Job Description

Title: Senior Teaching Aide

Grade: 5/6

Relationships

Responsible to: Head of Centre and the Senior Leadership Team / Lecturer

Responsible for: Supporting learners through their educational programmes. Personal care and therapy programmes and maintaining students health and wellbeing

Reports to: Lecturer

Purpose and main responsibilities:

Ethos Vision and Values:

1. Demonstrates the mentality that students can and do achieve.
2. To engage with students during lesson and break times, promoting their independence and communication as directed by the class lecturer
3. Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop.

Teaching and Learning:

4. To support the lecturer to plan lessons, providing and delivering excellent support for teaching and learning activities for individuals and groups.
5. To deputise for the lecturer, and in their absence plan and deliver learning activities.
6. The Senior Teaching Aide will be required to prepare and deliver lessons up to 350 hours per year of acting up to cover lecturers' non-contact and/or running of programmes, ensuring high quality of provision. Including assessing, recording and reporting on development, progress and attainment linked to individual EHCP's
7. Demonstrate commitment to collaborative and cooperative working by effectively managing Learning Support Assistants in the absence of the lecturer / when running a session.
8. To work in partnership with the class teacher in the overall management and organisation of the pupils and the classroom, creating and maintaining a supportive educational environment.
9. To positively support the ethos of the college, and be aware of and work within the Code of Conduct, College policies and guidelines at all times.
10. To prepare the learning environment to the standard as directed by the class lecturer, for both internal and external sessions, ensuring that resources are in place and cleared away at the end of the session as appropriate.
11. To create resources for students in collaboration with the, using office 365 programmes and some specialised programmes following training.

12. To encourage students in all areas of the curriculum, to progress to their chosen career destination, gain greater independence in the home and promote community-based learning.
13. To promote independence and follow strategies to encourage self-reliance, self-regulation and increased self-esteem.
14. To take part in other curricular activities (including but not exclusively community-based activities; swimming, sports sessions, trampolining and DofE.)
15. To have basic ICT skills and promote the use of ICT in learning activities (such as: some Microsoft Office Packages and basic understanding of tablet use (iPads) and some internal systems).
16. Following training from the Digi School, to ensure the consistent use of Hi-tech communication aids and assistive technology across the curriculum
17. To record student achievement, including ongoing and end of term summary, through a variety of methods (written observation, video and photo), evaluate and monitor progress, under guidance from the lecturer.

Positive Behaviour Support:

18. Monitor and evaluate the use BSP/PBS plan and make changes where necessary.
 - Describe the goals of the PSP and collect data (information) related to them as requested.
 - Identify the possible outcomes of failing to follow the PSP, e.g. increase in challenging behaviour, things that prevent the person learning new skills, not helping the person to have a better quality of life etc.
 - Reflect on own practice, and that of other team members and try to ensure that everyone follows the plan.
 - Monitor progress and report changes in challenging behaviour, development of skills and participation in activities and other quality of life indicators.
 - Provide feedback on what worked well and what could have worked better.
 - Regularly attend and participate in MDT and debrief meetings.
19. Work in partnership with others to complete assessments and develop appropriate support.
 - Contribute information to the assessment process.
 - Support the people to contribute to their own assessment.
 - Recognise and support others involved in assessment/support and understand the reasons for their contribution.
20. Support safe, consistent and predictable environments
 - Use strategies to help the person predict, understand and control their environment (e.g. visual timetable, social stories).
 - Develop personal activity plans with routine activities and choices.
 - Identify and avoid if possible, aspects of the environment that may be a risk factor for challenging behaviour.
 - Use strategies designed to help people cope with difficult environments.

Nursing and Medical Needs:

21. To ensure all members of the teaching team consistently support health and wellbeing of learners and that all staff follow the guidelines for individual support, care needs and medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.).
22. Following sign off from the IS team, complete additional care responsibilities such as (but not limited to) gastronomy feeds, dysphasia/eating and drinking plans and administering regular medications.

Therapy:

23. To ensure learner's manual handling needs are supported consistently by all members of the teaching team, according to their individual guidelines. This includes but not exclusively; physically supporting students as they walk, pushing students in wheelchairs and operate manual handling equipment e.g. hoists, under guidance from colleagues/students.
24. To be the lead individual when completing hoisting/ manual handling when supporting students with additional colleagues.
25. To monitor the effective implementation of written individual programmes under the guidance of the integrated services team, liaising as necessary to ensure these are embedded across the curriculum, including internal and external sessions and activities
 - Communication guidelines
 - Eating and drinking guidelines (following training and sign off from the IS team)
 - Just right profile
 - Physiotherapy guidelines
26. To record student progress towards therapy targets, including ongoing and end of term summary, liaising with the lecturer and IS team as required.
27. To contribute to multi-disciplinary discussion of the student's needs, progress and required provision, initiating such discussions in response to student's changing needs.

Compliance:

28. To understand and follow key documentation to ensure the safe and effective support of students, including but not limited to – Risk Assessment, Fire Evacuation plans (PEEPs), Personal Support Plan, Care Plan and Personal Behaviour Support Plan.
29. To be responsible for promoting and safeguarding the welfare of all learners. Reporting any concerns to a member of the safeguarding team.
30. Follow the Health and Safety policy and procedures to ensure the safety of learners and staff at all times.
31. To participate in staff professional development programmes and training, both internal and external as required.
32. To promote and implement all agreed College policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
33. To work at any College centre as required.
34. To undertake such other duties of a similar nature as maybe required by the Principal.



Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Experience

1. Experience of working within a team (1)
2. Experience of working with or caring for children or adults who have barriers to learning and/or special educational needs (1)
3. Experience of working in an education environment (2)
4. Hold or being willing to work towards their level 2 functional skills qualifications in English and maths.

Ability, Skills and Knowledge

1. Understands the college ethos, visions and values of the college
2. Understands the college strap line – Building futures, changing lives
3. Demonstrates the mentality that “Students can and do achieve”
4. Understands that as a College we respect our students as individual adults, with individual rights with adult status
5. Able to demonstrate a commitment to the safeguarding of children and vulnerable adults (1)
6. Proficient use of ICT such as: some Microsoft Office Packages and basic understanding of tablet use (iPads)
7. Able to contribute to the planning and implementation of sessions by evaluating student progress initiating own suggestions, creating resources, interpreting and putting into practice session plans, guidelines and procedures (1)
8. Able to communicate (receive and transmit) with students and staff using a variety of media, spoken, sign, written, gestural and intuitive (1)
9. Able to take responsibility for individual and small groups of students, with a range of needs, including behaviours of concern in accessing a range of home, community, work related and basic skills learning programmes, under the direction of the lecturer, at college and out in the community, which will involve physically supporting students as they walk, pushing students in wheelchairs, personal and intimate care and coping with emergencies (1)
10. Able to assist in the recording of student progress, evaluation and monitoring, under guidance from lecturer, or Senior teaching assistant. Including small written statements, picture taking, etc. (1)
11. Able to promote and adhere to College’s policies and procedures, including , but not extensive to; Safeguarding of Children and Vulnerable Adults Policies and Health and Safety Policies (1)

12. To undertake relevant training to be able to contribute to the health and wellbeing of learners. Follow the guidelines for individual support, care needs and undertake medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.)).

Other requirements of the post

This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work.

Some students use wheelchairs and require personal care and hoisting. This post involves active assistance of students to carry out these areas of learning, following training.

Whilst not a requirement of the post, applicants with a licence may be asked, if willing, to take a test with a view to driving the college minibus or people carriers.

Other requirements of the post

- Staff are expected to participate in all aspects of the curriculum and college life including but not exclusive to swimming, physical activities, (optional) residential trips.
- No annual leave to be taken in term time.
- Undertaking other duties as required by the lecturer, which are considered to be commensurate with the job purpose and grading.
- Attending appropriate training.
- Maintaining a professional relationship with other members of the team.
- Maintaining confidentiality at all times.

The post holder must be prepared to follow the College's LSA apprenticeship programme and work with the range of SEN with training including SEMH and PMLD.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.

Training can include:

Attending all whole college INSET days /weeks and twilight sessions.

- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.