**Classroom (Entry Level) Teaching Assistant (CETA)**

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| **Job title**: | Classroom (Entry Level) Teaching Assistant - CETA | **Job Ref**: | XS 10.4 |
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| **Directorate:** | Montacute Academy Trust | | |
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| **School:** | New_Feet_small | **Grade**: | APT&C pay range SCP 8-14  NEW pay range **SCP 2-5** as of 01.04.2019 |
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| **Reports to**: | Teacher | | |

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| **Main job purpose** |

Responsible for working across a varied range of responsibilities.

The post holder will play an important role in supervising the activities of pupils during all learning activities and lunchtimes within the school, including both indoor and outdoor areas and community-based learning, ensuring a safe environment is maintained at all times.

To assist the school’s Leadership to promote pupils’ academic, social, health and emotional development through the development and implementation of programmes of pupil work, therapy and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable all pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development, whatever their disabilities and barriers to learning.

Support is both on a one to one basis and in groups, to pupils with a wide range of needs and ages as required by the Leadership of the school.

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| **Main responsibilities and duties** |

1. To support the teaching and learning processes.
2. To assist the Teacher in developing, implementing and managing individual/group pupil learning strategies aimed at
   * establishing and maintaining positive relationships with individual pupils and groups to promote self-esteem, wellbeing and to best support pupils in learning activities
   * supporting individual emotional and health needs to facilitate best learning, including positively managing pupil behaviour and pupil health needs
   * maximising motivation for engagement and learning
   * ensuring inclusivity and access for all pupils
3. To support the teacher in consistently providing an organised and appropriate learning environment for the whole range of pupil needs
4. To maintain school equipment and resources, and the personal belongings of pupils, in good order.
5. For the post holder to participate positively in the continuous review and development of their professional practice.

**Under the guidance of direction of the teacher:**

1. Develop, maintain and apply knowledge and understanding of pupils’ general and individual learning needs.
2. Ensure that support is given to pupils in ways that promote engagement, independence and pupil voice. This will involve providing the right resources for each pupil.
3. When directed, support or lead small group tasks, clarifying and explaining instructions in ways suitable for individual pupils (e.g. using augmented communication).
4. Be willing and able to participate in all timetabled activities, including swimming, horse-riding, messy play etc.
5. Ensure consistency of approach in the whole team is maintained through good communication.
6. Contribute to the assessment of pupils’ learning against their individual learning programme. Assist in the development, monitoring and evaluation of programmes of work as part of a team.
7. Seek to ensure the promotion and reinforcement of pupils’ self-esteem, appropriate levels of effort and behaviour, and guide pupils to become independent learners.
8. Assist teaching staff with the provision of teaching and learning resources, and in the preparation, organisation and maintenance of a safe, secure and suitable learning environment.
9. Support the use of ICT in the classroom – e.g. set up ICT ready for a lesson, and work with pupils to ensure they are able to best access ICT and other specialist equipment to enhance their learning.
10. Upkeep data files, catalogue resources, maintain inventories, photocopy, and use I.T. systems for administration and educational purposes as needed.
11. Assist in the preparation for educational visits, and accompany/supervise students undertaking off-site activities, preparing for such visits by ensuring familiarity with pupil needs, risk assessments and learning intentions.
12. Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
13. Contribute to the process of school self-review when required.
14. Provide diligent care and supervision of pupils within the classroom, within the school and outside of the school, also ensuring appropriate care is taken of their personal belongings.
15. Supervise pupils in playgrounds and when entering and leaving using school transport to ensure their safety and wellbeing. This will include any pupil in the school, not just those in one class. It will include having an overview or “whole picture” so that the post holder can predict difficulties and avoid them.
16. Develop an understanding of and provide for pupils’ specific personal needs to ensure a safe learning environment. This will probably include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing and administering medication and other medical interventions as needed. It will include following the school’s hygiene guidelines and ensuring the proper care and maintenance of all equipment related to a pupil’s physical and medical needs.
17. Assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
18. Work with pupil groups where needed, using a range of strategies to gain acceptance and inclusion of pupils whose needs may feel different and challenging to the rest of the group.
19. Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy. This may involve correctly using postural management systems such as standers or splints or using communication systems such as PECs books or VOCAs, ensuring these items are kept fit for use and well cared for. The post holder must dispense any such duties as they have been instructed and according to the child’s manual handling risk assessment or communication plan.
20. Under the direction of the Behaviour Lead, follow the school’s behaviour policy at all times. This will include avoiding restrictive practices and following behaviour plans written for individual pupils. The post holder must support the behaviour of pupils correctly and consistently, in accordance with training, policies, plans and team decisions.
21. Liaise with parents and other professional agencies in support of pupil’s needs (where the teacher directly requests this).
22. To undertake a key worker role when required. When this role is an appropriate one, it should be clearly defined within a team but will never mean working exclusively with one pupil, or a small group of pupils.
23. Take joint responsibility for all of the shared areas in the school, making sure they are kept clean and tidy and that resources and equipment are well looked after. In addition, the post holder may be required to take on one particular area of the school to monitor and maintain.
24. Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
25. To undertake continuous professional development
26. Promoting and safeguarding the welfare of children and young people in accordance with the school’s safeguarding and child protection policy.

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| **Knowledge & skills** |

**Essential:**

Experience of working with children in an educational setting is essential.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of Curriculum and Assessment and School’s procedures and policies.

Knowledge of pupils’ individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

Significant empathy with pupils of all needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, epilepsy training to meet additional educational and communication needs.

A willingness to attend courses as required to enhance knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Sound interpersonal and supervisory skills supported by recognised training are required to assist in managing the resources available.

Knowledge of legislation and regulations applicable to the support and care of pupils.

The post holder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS clearance.

**Additional:**

To cross bar at SCP3 the following are needed: L2 English and Maths, L2TA qualification, Meet TA standards in practice, Successful appraisals

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| **Supervision and management** |

Typically, there will supervision available from the classroom teacher on a daily basis and regularly within the day. The post holder may be required to support the induction and further training of classroom Teaching Assistants.

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| **Problem solving and creativity** |

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

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| **Key contacts and relationships** |

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil’s progress. Such communications can be of a delicate nature depending on a pupil’s particular needs.

There will be regular contact with the Headteacher, relating to on-site supervision of TAs, deployment and cover arrangements.

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| **Decision making** |

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day to day deployment of TA staff and resources, under the overall direction of teaching staff.

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| **Resources** |

IT equipment – laptop, whiteboard, iPad, VOCA, communication aids, AAC

Medical equipment, telephone, pastoral equipment, hoists.

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| **Working Environment** |

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities. There may be periods where staff have to move quickly to avert a pupil putting themselves in danger. Staff may have to physically support pupils to participate in activities.

A high level of vigilance is often required when supporting a group in the classroom or the community, or supervising play.

Sometimes, substantial physical effort may be required in providing assistance to pupils with significant physical disability or those who are very active and unaware of danger. There may be frequent incidents of cleaning up relating to pupils’ intimate care needs.

There can often be physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment / hoists, class chairs, walkers, standers, commodes, wheelchairs, VOCAs, Weighted Jackets etc, and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils’ individual targets.

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| **Progression in Post (if applicable)** |

**To apply to become an Advanced Skills TA:** L3 TA qualification required and 3 yrs. + experience

**To apply to become a Higher-Level TA**: L4 HLTA qualification required and 3 yrs. + experience at ASTA level. Proven ability to perform at this level

**To apply to become a Teaching & Learning Lead (UQT)**: L4 HLTA qualification required and (ideally) 3 yrs. + experience at HLTA or equivalent Need to show ongoing commitment to training Proven ability to perform at this level. A relevant degree may be taken into account.

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| **Job description reviewed by:** | Ruth Drewett |
| Based on XS 10.4s Dorset Grade 6 | |
| **Designation:** | Headteacher |
| **Date:** | April 2018 |

**Disclosure and Barring Service**

The nature of the work requires that the post holder has undergone checks by the Disclosure and Barring Service and has enhanced level of Disclosure.

**Health and Safety**

The post holder must:

- Follow the school’s Health and Safety Policy

- Ensure confidentiality at all times and always seek to behave within professional boundaries

- Ensure work is conducted within the framework of all local guidelines and policy

**Equal Opportunities**

The post holder has a responsibility to understand and abide by the obligations laid down in the school’s equal opportunities policy.

**HEAD TEACHER: ……………………………….**

**EMPLOYEE: ………………………………………**

**DATE: ……………………………………………….**

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| **Whole School Responsibility** |  |
| **Date** |  |