

St Giles School

**Teaching Assistants (Special School) –
Level 2**

Role Profile and Person Specification

July 2024

ST GILES SCHOOL

Job Description

Job Title:	Teaching Assistants – Special School (Level 2)
School /Academy:	St Giles School
Grade Range:	Grade 5 - Scp 13–15. £30,495 to £31,440
Hours per week:	32.5 hours per week - 8.30am to 3.45pm (45 minutes unpaid lunch)
Work Pattern:	Temporary – Part time - Term Time Only – 46.2 to 46.4 weeks per year (tbc upon experience). Reviewed annually.
Location:	St Giles School, Pampisford Road, South Croydon, CR2 6DF
Reports to:	Class Teacher
Responsible for:	Identified pupils in the school setting
Role Purpose and Role Dimensions:	<p>To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area or at the pupil's home.</p> <p>Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.</p>
Commitment to Diversity:	<p>As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.</p>
Key External Contacts:	<ul style="list-style-type: none">▪ Parents / carers▪ Medical, therapy and other multi-agency services
Key Internal Contacts:	<ul style="list-style-type: none">▪ More experienced teaching assistants – Level 3/4▪ Class teacher▪ Senior Leadership Team▪ Leadership Management Team▪ Head Teacher or Deputy Head Teacher
Financial Dimensions:	
Key Areas for Decision Making:	<ul style="list-style-type: none">▪ When to share / report concerns regarding pupil's physical or emotional needs▪ Monitoring pupil progress and raise concerns regarding achievement against agreed targets

Other Considerations:

Whilst there are some Education, Health, Care Plan (EHCP) pupils in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

Key Accountabilities and Result Areas:

Support for Pupils

Key Elements:

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Supervising and providing particular support for pupils with special needs, ensuring their safety and access to learning activities.
- Setting challenging and demanding expectations and promoting self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Understanding and supporting the physical needs of pupils. Depending on the specialism of the school this may include :- assisting individual pupils with mobility and independence training or feeding and drinking, in liaison with specialist advice & guidance provided by Speech Therapists, Occupational Therapists, Physiotherapists.
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Encouraging pupils to interact with others and engaging in activities led by the teacher.

Key Accountabilities and Result Areas:

Support for the Teacher

Key Elements:

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities.
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress as directed.
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Establishing constructive relationships with parents/carers.
- Annotations and observation of pupils' skills following School systems.
- Providing clerical/administrative support, e.g. photocopying, typing, filing, money, administer coursework etc.
- Depending on the specialism of the school the postholder may provide individual support such as: annotation of pupil's work; interpret for pupils with speech difficulties; presentation of pupil's work where there are fine motor skills difficulties.
- Taking groups of pupils for varying types of activity, under the direction of the teacher.

Key Accountabilities and Result Areas:

Support for the Curriculum

Key Elements:

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, phonics, numeracy, KS1, KS2, KS3,KS4, KS5, early years recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.
- Detailed awareness of the pupil's medical conditions and effect that these can have on their learning, using this knowledge to support the pupil and adapt materials and resources for use in class.
- Understanding strategies for communicating with pupils with a range of needs, signing with individual pupils as required and undertaking training where necessary.
- Following whole-school systems for Makaton signing and other relevant initiatives.
- Supporting the pupil with inclusion links / visits to other schools.

Support for the School

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Participating in training and other learning activities and performance development as required.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1 and in addition: -

- Accompanying teaching staff and pupils on visits, trips and out-of-school activities as required and taking responsibility for a group under the supervision of the teacher.
- Liaising regularly with medical and therapy departments regarding needs of the pupil, attending meetings where relevant.
- Communicating regularly with parents via home / school communication books and telephone conversations where necessary.
- Attending and/or supporting the preparation of materials Annual Review for pupils in their class / tutor groups and giving feedback.

Key Accountabilities and Result Areas:

Green Statement

Key Elements:

This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

Confidentiality

This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams

Safeguarding

This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Customer Care

This will involve:

- Ability to demonstrate a commitment to the School/Academy's Personal Care Policy.

Key Accountabilities and Result Areas:

Key Elements:

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- Participating in training to be able to demonstrate competence. This may take place outside normal working hours and there is a reasonable expectation for staff to attend this.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person specification

CRITERIA	QUALITIES
Essential experience	<ul style="list-style-type: none"> ➤ Successful teaching assistant experience in early years primary, secondary, SEND and non-SEND settings. ➤ Evidence of professional experiences relevant to this role. ➤ Working with or caring for children of relevant age. ➤ Training in the relevant learning strategies e.g. literacy. ➤ First aid training/training as appropriate. ➤ Awareness of Child Protection procedures, Health & Safety regulations and other relevant policies. ➤ Knowledge of national/foundation stage curriculum and other basic learning programmes/strategies. ➤ Sound understanding of child development and learning and National Curriculum requirements.
Essential skills and abilities:	<ul style="list-style-type: none"> ➤ Good numeracy/literacy skills. ➤ Excellent communication skills and interpersonal skills together with the ability to communicate fluently in English to fulfil the requirements of the post. ➤ Ability to relate well to children and adults. ➤ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. ➤ Displays commitment to the protection and safeguarding of children and young people. ➤ Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children ➤ Participate in development and training opportunities. ➤ Excellent classroom practice, constantly showing a positive and resilient approach to pupils and staff ➤ A good understanding of how children learn and ability to contribute to class records of progress ➤ Ability to adapt to meet pupils' needs ➤ Knowledge and implementation of effective behaviour management strategies ➤ Good IT skills, including previous use of safeguarding monitoring software, information management systems, etc. ➤ Use of other equipment technology – video, photocopier. ➤ Ability to self-evaluate learning needs and actively seek learning opportunities. ➤ Be able to react constructively to challenging situations involving the care and management of individual children. ➤ Ability to lead a team with direction from the class teacher.
Personal qualities	<ul style="list-style-type: none"> ➤ High expectations for all pupils and belief in bringing out the best in all ➤ Commitment to upholding and promoting the ethos and values of the school ➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to equality ➤ Commitment to diversity

Special conditions	<ul style="list-style-type: none"> ➤ Enhanced DBS check ➤ May be exposed to pupils with traumatic, degenerative, terminal conditions or who have difficult and demanding behavioural problems. This will mean that the postholder may need to cope with above average levels of emotional stress. Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols. ➤ Close contact with pupils may result in some exposure to bodily fluids. ➤ Advised to obtain Hepatitis B vaccination.
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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: February 2024

Next review date: February 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____