



Teaching Assistant Level 3

NJC Scale 3

Job Description

Haughton School is a primary special educational needs provision for children with moderate / complex learning difficulties. Children also have additional needs that may relate to communication & interaction difficulties, social, emotional and mental health difficulties, sensory and physical / medical needs.

The Haughton Hub at Old Park Primary School is a specialist provision meeting the needs of children with communication and interaction difficulties, the majority of whom have a diagnosis of Autism and an associated learning difficulty.

Job Purpose
<ul style="list-style-type: none">• To work with teachers as part of a professional team to support the teaching and learning of children throughout the school• The post holder will undertake other duties to fully support and underpin personal and social development.• To carry out other duties as may be reasonably assigned by the Head Teacher.
Major Tasks
<ul style="list-style-type: none">• To always work according to the school aims/policies, staff handbook and Code of Conduct• The post holder is expected to adhere to the teaching assistants' standards at all times.• To work in any area of the school, as directed by the Leadership team.• The post holder must follow the school's safeguarding policies at all times.• To be aware of and support difference and ensure equal opportunities for all• To act as a cover supervisor, in the absence of a teacher, and direct / deploy other class staff in the class base as appropriate.• Level 3 duties may be considered to include any individual tasks listed at level 1 or 2 when necessary and instructed by the class teacher.• To lead learning activities for individuals and groups of children under the professional direction and supervision of a qualified teacher / HLTA, differentiating and adapting learning programmes to suit the needs of allocated children. This may include supporting children who do not follow a normal timetable.• To be responsible for leading a group of children during Target Time providing the required resources and monitoring and recording their progress• To undertake class-based therapy programmes, designed and supervised by visiting therapists• To assess, record and report on development, progress and attainment as agreed with the teacher.• To supervise individuals and groups of children throughout the day, including supervision in the classroom, playground, transportation, dining areas and during offsite activities.• To monitor the conduct and behaviour of children throughout the learning process and intervene to resolve difficulties• To support children in their social and emotional wellbeing, reporting problems to the teacher, as appropriate.• To escort and supervise children on educational visits and journeys.• To undertake personal care routines with children in accordance to the school policy.• To administer medication in accordance with an agreed plan and following appropriate training.• To advise and assist children in the proper use and deployment of highly complex personal and learning aides.



- To support in ensuring that the class base is appropriately resourced and organised in order to maintain a safe and stimulating environment
- To assist in the setting up and clearing away of all activities within the curriculum
- May be asked to assist in the training and professional development of colleagues.
- To undertake professional development and implement across school, as appropriate.
- To contribute within contractual hours to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- To attend 5 Professional Development days / year

Contacts & Relationships

- This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English, as stated in the person specification.
- The post holder must provide high standard of care to children and treat children with dignity and respect at all times.
- To maintain excellent working relationships with children, colleagues, governors, parents, other professionals and all visitors to the school.
- To ensure that confidentiality is maintained with any interactions with others within and outside of the school e.g. parents and carers, at all times. Any queries should be directed to line managers and this applies when employed and post-employment.
- The post holder may use skills such as partnership working, active listening, working independently, remaining attentive and vigilant, negotiating, solving problems and thinking positively, dealing with enquiries and providing advice
- To recognise own strengths and areas of expertise and use these to advise and support others
- May be asked to assist in the supervision, training and development of staff
- To attend and participate in meetings, as required.

Creativity

- As requested by the line manager, the post holder will be required to undertake their routine duties in order to address specific requirements of the role
- To work with other staff in planning, evaluating and adjusting learning activities as appropriate
- To implement agreed learning activities/teaching programmes, adjusting activities according to the responses/needs of the children
- To support the access of children to learning using appropriate strategies, resources etc.
- To independently select and adapt appropriate resources/methods to facilitate agreed learning activities in discussion with class teacher.
- To monitor and evaluate children's responses and progress against learning objectives through observation and planned recording
- To provide objective and accurate feedback and reports as required, to other staff on the achievement and progress of children and any other matters, ensuring the availability of appropriate evidence
- To be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- To assist in the development and implementation of appropriate behaviour management strategies
- To assist in the development, implementation and monitoring of systems relating to attendance and inclusion
- To answer routine queries from the children, colleagues, parents or other professionals as necessary
- To undertake clerical/admin support e.g. dealing with correspondence, making phone calls etc.
- To engage with the children



Decisions
<ul style="list-style-type: none"> • Decision making will always be within the context of the school ethos policy and procedure • The post holder will work under the direction of the class teacher or HLTA or Senior Leadership Team • The post holder will be able to contribute constructively to decision making processes and policy making processes that are the responsibility of school leaders and governors • Decisions of a routine nature will be made within the duties of the role but decision-making responsibility will be that of the senior member of staff present • To make decisions based on the situation presented by children and the environment when working without direct supervision of their class teacher, adhering to school policies and procedures • The post holder must be familiar with the needs of any child they are asked to supervise at any time and to ensure they seek advice / clarification if they are uncertain • The post holder must follow the safeguarding policies and procedures of the school • In discussion with their line manager, identify risk assessments that need to be developed • The post holder must be familiar with the fire drill and emergency evacuation procedures
Management & Supervision
<ul style="list-style-type: none"> • When acting in cover supervisor role, when the teacher is absent, the post holder will direct other staff within the class base. • When requested will assist the teacher in the direction and supervision of other staff allocated to the class base • Will assist new staff, and supply staff, including teachers, to ensure that consistency is maintained and the health and safety of the children is ensured. • When requested will assist in the training and professional development of others
Supervision Received
<ul style="list-style-type: none"> • The post holder is responsible to the class teacher/ key stage leader, assistant head, deputy head, head teacher or school business manager as relevant to the duty or task. • The post holder has an annual appraisal. • The post holder's work is supervised by class teacher or senior staff.
Complexity
<ul style="list-style-type: none"> • To lead the learning of an assigned group of children or an individual child under the direction of the class teacher / HLTA • To contribute to planning and development of learning activities with teachers, and to plan specified learning activities • To carry out the supervision of children reporting any events/observations/ concerns etc to the relevant line manager. The post holder will be required to work as part of a team but may be required to carry out a specific task as directed by the line manager • To be able to work effectively with children with moderate learning difficulties / complex needs, many of whom will have complex medical needs, physical disabilities, challenging behaviour, communication difficulties and sensory impairments. • To be able to identify relevant and appropriate support and intervention for children with complex needs. • To be able to understand and follow specific guidance for a child e.g. to follow instructions on behaviour support plan, medical needs plan, feeding profiles, speech and language therapy plans and advice from other professionals etc. • To be able to carry out and record accurately assessments of children in accordance with school policy • To respond to activity-related problems without referral to the teacher. • To understand the range of roles and responsibilities in the school



- To be able to carry out tasks such as hoisting, moving and handling, MAPA and to communicate in a range of ways to children when required – Makaton, using communication aids etc

Resources

- To be aware of and comply with all policies and procedures within school, reporting all concerns to an appropriate person.
- To maintain confidentiality in all forms of communication including guidance on social network site, including the staff code of conduct whilst in employment and post-employment
- To determine the need for, prepare and use specialist equipment, plans and resources to support the children.
- To be responsible for the supervision of children using equipment such as play and ICT equipment, ensuring careful and safe use, ensuring any loss or breakages are reported immediately and damaged resources removed from access by the children
- To handle small amounts of money which is brought into school by children for educational visits etc.
- To ensure that GDPR policy is adhered to at all times

Impact

- The school ethos and aims are upheld.
- The children will be safe at all times
- The health and wellbeing needs of the children will be met
- The children will be supported to make progress and achieve

Physical Demands

- Be resilient and have the physical ability to work with children e.g. those whose behaviour may be challenging or those who may have a life limiting condition
- The post holder needs to be physically/emotionally fit to be able to carry out the skills needed for the post in relation to the varied needs of the children which includes (but not exclusively):
 - Being able to push wheelchairs
 - Being able to support moving and handling of children
 - Being able to work in both outside and inside environments
 - Being able to supervise children whose behaviour can be challenging and active
 - Being able to comfortably adjust to the physical environment : low tables, standing, sitting, bending
 - Being able to assemble and clear away equipment / mobility aids etc
 - Being able to use specialised equipment requiring precision e.g. use of hoists, walking frames etc.
- To be able to support children in a swimming pool

Working Environment

- Work is normally carried out in the classroom or similar environments
- The role requires the post holder to work with children who have complex medical/ sensory/ physical difficulties
- The role requires the post holder to work for lengthy periods engaging with children who display a range of difficulties and who may be in crisis
- The role requires the post holder to work indoors and outdoors
- The post holder will be required to support the children in a wide range of settings



- The role includes being able to go into the community on transport and in swimming pools
- The role requires supporting children on educational visits and journeys including residential experiences if requested.

Emotional Context

- The post holder will need to be resilient in order to work successfully in an environment that can be physically, emotionally and mentally demanding
- The role requires the post holder to work with children who have moderate learning difficulties and complex needs including: medical/sensory/physical difficulties and may have a life limiting condition
- The role requires the post holder to work with children with behaviours that can be challenging socially, emotionally, verbally and/or physically
- The post holder will be working with children from disadvantaged backgrounds, therefore will be subject to an increasing number of safeguarding issues.

Other

- The post holder must also ensure that they are familiar and adhere to the terms and conditions of their contract
- The post holder will be expected to carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.
- The post holder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.
- The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.
- The post holder will be flexible with their working times in the event of an emergency situation.
- Holidays must not be taken in term time.
- The post holder will need to ensure they are familiar with the current staff handbook



Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> • NVQ 3 for Teaching Assistants or equivalent qualification or experience • Level two numeracy/literacy skills • First aid at work/paediatric first aid/emergency first aid (desirable) • MIDAS driving qualification (desirable) • Makaton foundation level or equivalent (desirable) • MAPA (desirable)
Experience	<ul style="list-style-type: none"> • Experience of working with children with moderate learning difficulties and complex needs • Current or recent experience of working in a primary educational setting • Current or recent experience of working in a Special Educational Needs setting. (desirable) • Support and guidance of children • Delivery of intervention programmes to individual or groups of children. (desirable) • Involved in the contribution to individual or whole class planning cycle
Knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation relating to the educational system and Special Educational Needs • Working knowledge of the Primary national curriculum/ EYFS and other relevant learning programmes • Understanding of principles of child development and learning processes and in particular, barriers to learning and language development • Specialist knowledge and skill appropriate to providing support to children with moderate learning difficulties and complex needs. • Sound understanding of child protection and safeguarding procedures supported by evidence of recent training • Knowledge of a range of additional needs ie autism ADHD, Speech and Language, attachment etc • Full understanding of the range of support services/providers • Health and safety within a school context • EHCP processes
Skills	<ul style="list-style-type: none"> • The ability to manage the classroom in the absence of the class teacher, maintaining appropriate behaviour and delivering learning activities in accordance with agreed plans • Excellent organisational skills • Excellent time management • The ability to engage with adults and children in all situations • The ability to take initiative and make decisions • The ability to prioritise and manage own workload • The ability to accurately maintain records • The ability to ask and answer the challenging questions • The ability to work under the instruction of a line manager and/or head teacher • The ability to work flexibly, on own initiative and as part of a team

	<ul style="list-style-type: none"> • The ability to prepare work for children to meet requirements of school policies. • The ability to be understanding of the individual needs of the children within the school. • The ability to simplify/differentiate language to the assessed ability of individual children in order to support their learning and development • The ability to plan effective actions for children at risk of underachieving • A commitment to positive approaches to managing the behaviour of children with complex needs • The ability to make/record effective observations. • The ability to support the making and use of resources. • Good computer literacy including Microsoft and SEN specific software. • The ability to effectively carry out tasks / training to support children e.g. moving and handling, Makaton, MAPA, communication aids, etc. • Willingness to train in specialist areas eg trauma, signing • Willingness to complete first aid qualification, if required. • Willingness to complete MIDAS minibus training, if required. • Willingness to give medication and meeting medical/personal needs of pupils, if required. • The ability to self-evaluate learning needs and actively seek learning opportunities for professional self-improvement.
Personal style & behaviours	<ul style="list-style-type: none"> • The post holder will be working with children with special educational needs and should therefore be able to demonstrate the following qualities: • Professionalism, caring, resilient, approachable, sensitive, empathy, ability to maintain confidentiality, strong communication skills, flexibility, patience and self-motivated • Excellent interpersonal skills. The ability to manage relationships with tact and diplomacy, behaving with integrity, treating others with respect and leading by example • Enthusiastic and positive attitude toward children and in developing relationships with them • Calm demeanour to respond consistently to children with complex needs • Physical ability to ensure effective support for less ambulant children • Punctual and courteous • Resilient, able to demonstrate an adaptable approach • Good general health to undertake the job role • To be proactive, solution focussed and positive • Good team member • Committed to personal development
Fluency Duty	<ul style="list-style-type: none"> • This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. • This post has been assessed as requiring C1 level under the Common European Framework of Reference for Language (CEFR). • Can understand a wide range of demanding, longer clauses, and recognise implicit meaning.



	<ul style="list-style-type: none">• Can express ideas fluently and spontaneously without much obvious searching for expressions.• Can use language flexibly and effectively for social, academic and professional purposes.• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
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More information is available at:

<http://ecouncil/Fluency/Pages/default.aspx>

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	y
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	y

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>