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**The Bridge School is an all age (4 to 19 years) provision for pupils with severe/profound and complex learning difficulties. Many pupils have additional needs such as autism, physical disabilities, medical needs, challenging behaviour and sensory impairments, etc.**

**Teaching Assistant (Trainee)**

**Scale 1**

**Job Description**

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| **Job Purpose** |
| * The trainee TA will be supported by the teacher/lead practitioner in class to achieve the tasks within the job description * The trainee will complete a taught course in the first year and then be supported in the second year to consolidate the training given * The trainee will be given guidance and support * To carry out other duties as may be reasonably assigned by the Head Teacher. |
| **Major Tasks** |
| * To work at all times according to the school aims/policies/ staff handbook and Code of Conduct * To undertake work/teaching programmes with individuals or groups of pupils/students under the direction of the class teacher in all curriculum areas within the school/community. * To undertake recording as required to assist in the assessment process in accordance with the school policy * To assist the class teacher in maintaining a safe and stimulating environment. * To ensure that teaching materials and equipment are kept clean and in good order * To contribute within contractual hours, to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole. * To undertake professional development and implement training across school as appropriate. * To work in any area of the school as directed by the Leadership team. * To support inclusion/outreach work as required. * To assist in the setting up and cleaning away of all activities within the curriculum. * To undertake personal care routines with pupils in accordance with school policy. * To undertake certain medication/medical support as defined by school. * To work collaboratively with the Teacher/STA or HLTA to support new staff and supply staff including supply Teachers/HLTAs and in particular to ensure that consistency is maintained and the health and safety of the pupils is ensured * To promote good relationships with colleagues/parents, other professionals and visitors to the school. * To deliver and support pupils’ learning in the most effective way working with multidisciplinary teams and implementing their advice and any agreed programmes * Be aware of and support difference and ensure equal opportunities for all. * Contribute to the overall ethos/work/aims of the school. * To attend 5 PD days a year. * To attend weekly staff meetings as detailed in the staff handbook * To support pupils in school in relation to learning/additional needs including physical, behavioural, medical, emotional, sensory etc. * To work as Emergency First Aider/ Paediatric First aider if required * To support all aspects of the curriculum as time-tabled. * To safeguard and promote the welfare of pupils at all times - in accordance with school ethos and policies. * To understand your responsibilities to ‘promote children’s welfare’ and have a ‘child-centred approach. * 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. |
| **Contacts & Relationships** |
| * The post holder is responsible for maintaining efficient/good working relationships with all pupils/students and staff in the school. These working relationships also extend to parents, governors, professionals, LA representatives, all visitors to the school, staff and pupils in other settings (if relevant). * To ensure that confidentiality is maintained with any interactions with others within and outside of school e.g. parents/carers at all times. Any queries should be directed to class teacher or member of Senior Leadership Team. This applies when employed and post-employment. * The post holder must provide high standards of care to the pupils and treat the pupils with dignity and respect at all times * The post holder may use skills such as: providing care, partnership working, active listening, working independently, remaining attentive and vigilant, negotiating, solving problems and thinking positively, dealing with enquiries, assessing pupils and providing advice. |
| **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. * The post holder will also need to answer routine queries from the children and other staff or other professionals as necessary. * To be able to make decisions based on the situation presented by pupils and the environment when the Teacher/STA/HLTA is not present adhering to school policies and procedures * To engage with pupils   To undertake recording as required to assist in the assessment process |
| **Decisions** |
| * Decisions of a routine nature will be made within the duties of the role but the decision making responsibility will be the senior member of staff present * All decisions are in the context of school policy and procedures. * The post holder works under the direction of Class Teacher/STA or HLTA or Senior Leadership Team. The post holder will be able to contribute constructively to decisions making processes and policy making processes that are the responsibility of the school leaders and governors * The post holder will make decisions based on the situation presented by pupils and the environment when working without the presence of the Teacher/STA/ HLTA. These decisions will always be within the context of the school ethos and policies. * The post holder must be familiar with the needs of any pupil they are asked to supervise at any time and ensure they ask if unsure * The post holder must be familiar with the Fire Drill/Emergency Evacuation procedures if moved to another area of school at any time * The post holder must follow the Safe-guarding policies and procedures of the school |
| **Management and Supervision** |
| * No direct supervision of other staff * To assist the Teacher/STA or HLTA to support new staff and supply staff including supply Teachers/HLTAs and in particular to ensure that consistency is maintained and the health and safety of the pupils is ensured |
| **Supervision Received** |
| * The post holder is responsible to the Class Teacher/STA/HLTA/Head of Phase/ Deputy/Head Teacher and School Business Manager as relevant to the duty or task. * The post holder will have professional development interviews and will have appraisals. * The post holder’s work is supervised by member of staff leading the class or senior staff. |
| **Complexity** |
| * To carry out the supervision of children reporting any events/observations/ concerns etc. to the relevant line manager or school staff. * 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 pupils with severe/profound needs, many who have additional needs which may include complex medical needs, physical disabilities, challenging behaviour, communication difficulties, sensory impairments etc. * Need to understand the range of roles and responsibilities in school * Need to be able to carry out tasks such as hoisting, moving and handling, carry out Safer Positioning, communicate in range of ways to pupils (Makaton/Using and programming communication aids etc) * To be able to understand and follow specific guidance for a pupil e.g. to follow instructions on behaviour support plan, medical needs plans, feeding profiles, advice of other professionals etc. * To be able to carry out and record accurately assessments of pupils in accordance with policy |
| **Resources** |
| * 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 ensure that any class resources are used appropriately and that any loss or breakages are reported immediately and removal from pupil access if necessary * To ensure that the Data Protection Policy is adhered to at all times. |
| **Impact** |
| * Pupils will be safe at all times * Pupils’ health and well-being needs will be met * Pupils will be supported to make progress and achieve * The school ethos and aims are achieved. |
| **Physical Demands** |
| * 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 pupils which includes (but not exclusively): * Being able to push wheelchairs * Being able to support moving and handling of pupils * Being able to work in both outside and inside environments * Being able to supervise pupils whose behaviour can be challenging and active * Be resilient to work with pupils e.g. those whose behaviour may be challenging or those who may be life limited. * To be able to support pupils in a swimming or hydro pool |
| **Working Environment** |
| * The role requires post holder to work outdoors and indoors * This role includes being able to go into the community, on transport and in swimming and hydro pools. It also requires the post holder to support pupils in wide range of settings that may be required e.g. horse-riding, outdoor pursuits etc. * The role requires the post holder to work with pupils who may present behaviour that can be challenging verbally and/or physically * The role requires the post holder to work with pupils who have complex medical/ sensory/physical difficulties and may be life limited |
| **Emotional Context** |
| * The post holder needs be able to work with pupils who have severe/profound learning disabilities and may have additional needs including complex medical needs/behavioural difficulties, pupils who may have life-limiting conditions. |
| **Other** |
| The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.  The postholder will be expected to actively follow all school policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.  The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.  The postholder will ensure that they promote the safeguarding and welfare of all children in line with Keeping Children Safe in Education, the Statutory Framework for the Early Years Foundation Stage and Working Together to Safeguard Children’  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.  Please ensure you have and are familiar with the current staff handbook – a copy will be issued to you on induction day. You can also locate a copy in the staff room or from the admin team.  You must also ensure that you are familiar and adhere to the terms and conditions of your contract. |

**Person Specification**

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| **Criteria** | **Standard** |
| **Qualifications** | * NVQ Level 2 recognised by EYFS requirements (Desirable) * Level 2 English (Essential) * Level 2 Maths (Desirable) proficiency in basic Maths to support pupils/the curriculum (Essential) * NVQ 2 Teaching & Learning (Desirable) * Level 2 ICT (Desirable) * Willingness/ability to complete Level 2 NVQ EYFS and/or Teaching and Learning * Willingness/commitment/ability to learn through induction programme   and on-going training programme |
| **Experience** | * Experience of working with all ages of children/students * Experience of working with pupils with SEND/ SLD/ PMLD (Desirable) * Experience in Care role (Desirable) |
| **Knowledge** | * Safeguarding * Health and Safety * The needs of the pupils within the school |
| **Skills** | * The ability to work under the instruction of a supervisor and/or Head Teacher * The ability to work as part of a team but also independently * The ability to be understanding of individual needs of children in the school. * The ability to learn from the training provided when in post and implement * Excellent communication skills with children, colleagues and professionals * Excellent interpersonal skills * Ability to make/record effective observations/support making resources/preparing pupils work to meet requirements of school policies * Good computer literacy including word/accessing programs and ability to be able to learn to use a range of software and IT equipment. * Willingness and ability train in specialist areas such as Makaton * Proven ability to effectively carry out skills to support pupils e.g. Moving and handling, Makaton, simple programming and use of communication aids/approaches/technology, Safer Positioning, etc. * Ability to simplify/differentiate language to the assessed ability of individual pupils. * The ability to be alert and vigilant at all times * Good level of numeracy and literacy skills/ability to   make and record observations/support making of  resources and prepare pupils’ work   * Willingness/ability to complete first aid qualification if required * Willingness/ability to give medication/meet medical needs of pupils if required. |
| **Personal style & behaviours** | * Punctual, courteous, encouraging and vigilant * Appreciate and supportive of the role of other professionals * Develop good relationships with others by behaving with integrity, treating people with respect and leading by example. * A genuine desire to work with pupils with SLD/PMLD * Commitment to work with pupils of all age within the provision * Calm stable demeanour to respond consistently to pupils with additional needs and pupils with SLD/PMLD * Ability to carry out job role * Physical ability to carry out moving and handling of pupils and manual handling * Physical ability to work with pupils including pupils with challenging behaviour * Physical ability to push wheelchairs * Health and resilience to work outside and in all areas of the school * Willingness/ability to carry out personal care of pupils * Willingness/ability to train in specialist areas such as signing relevant to individual pupils * Enthusiastic and positive attitude to pupils of all ages and needs. * Be proactive, solution focussed and positive * Willingness and ability to support and participate in all curriculum areas * Ability to support our schools work with other schools through outreach |
| **Fluency Duty** | * 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.   The role:   * Can understand a wide range of demanding, longer clauses, and recognise implicit meaning. * 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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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 |  |
| Working with Adults - Regulated Activity |  |
| Working with Children - Regulated Activity |  |

Information on types of criminal records checks is available at:

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

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  Date:\_\_\_\_\_\_\_\_\_**

**N.B.**

The current hours are 8.50am-3.20pm, with a 4.00pm finish on a Wednesday for staff meetings/training (as applicable in contract). Term time plus 5 PD Days, with 30 minutes unpaid lunch break.

In addition (introduced in Sept 2015) you will be contracted to work an addition 35.10 hours across the year which will be paid equally via your monthly salary. The additional hours (in your first year only) are to fulfil training requirements. The training sessions (30 in total) will take place on Thursday’s from 3.20pm to 4.30pm and the training schedule will be issued to you by the Training Co-Ordinator. You will be given at least two weeks’ notice of sessions. Attendance is compulsory.

               Holidays must not be taken in Term Time.

Please ensure that you have and are familiar with the current staff handbook- a copy will in the staff room and can be accessed from admin team. You must also ensure that you are familiar and adhere to the terms and conditions of your contract, including the staff code of conduct.

**Please sign and date and return to Admin Office asap.**