**Teaching Assistant Level 3 – Teaching, Learning and Behaviour Specialist**

**Job Description**

Southall School is a secondary special educational needs provision for pupils with moderate/severe and complex learning difficulties. Many pupils have additional needs such as autism, physical disabilities, medical needs, challenging behaviour and sensory impairments, etc.

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| **Job Purpose** |
| To work with teachers as part of a professional team to organise and support teaching and learning for pupils with special needs. The primary focus is working with individuals and groups delivering specified work under the direction and supervision of a teacher.  The individual provides specialist support for pupils with learning difficulties, including complex special education needs, in abroad range of different learning situations and settings. The post holder also organises and undertakes other related duties to fully support and underpin learning, personal and social development. |
| **Major Tasks** |
| * To work at all times according to the school aims/policies, staff handbook and Code of Conduct * Provide specialist support to students with severe learning, behavioural, communication, social, sensory or physical difficulties. * Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils. * Provide short term ad hoc cover supervision of classes where the class teacher may be absent for parent/professional meetings, annual reviews, etc, and other short term work. Acting as cover supervisor, when required. * When acting as a cover supervisor, in the absence of a teacher, will direct and deploy other class staff in the class base. * To undertake work/teaching programme with individuals or groups of pupils/students, under the direction of the class teacher/other professionals e.g. medical in all curriculum areas within the school/community. This may include supporting pupils who do not follow a normal timetable. * To lead a group including assisting with planning and preparation. * Assess the needs of pupils and use detailed knowledge and specialist skills to support learning under the guidance of the class teacher. * Organise and manage appropriate learning environment and resources under the guidance of the class teacher. * To work in any area of the school, as directed by the leadership team. * Work with pupils on therapy care programmes, designed and supervised by medical professionals * Monitor pupils conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues. * Assess, record and report on development, progress and attainment as agreed with the teacher. * Support pupils in social and emotional wellbeing, reporting problems to the teacher, as appropriate. * Supervise individuals and groups of pupils throughout the day, including supervisions in the classroom, playground, transportation and dining areas. * Escort and supervise pupils on educational and out of school activities. * 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 assist in the training and professional development of colleagues. * To undertake professional development and implement across school, as appropriate. * To undertake outreach/inclusion work in other settings, as required. * To undertake personal care routines with pupils in accordance to the school policy. * The post holder must follow the school’s safeguarding policies at all times. * The post holder is expected to adhere to the teaching assistants standards at all times. * Administer medication in accordance with an agreed plan and following appropriate training. * Attend to pupils’ personal needs including toileting, hygiene, dressing and eating as well as help with social, welfare and health matters. * Be responsible for the preparation, maintenance and control of stocks of materials and resources, supporting their line manager * Advise and assist pupils in the proper use and deployment of highly complex personal and learning aides. |
| **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. * Using a total communication approach with pupils, including those with additional needs, support learning and development and encourage acceptable behaviour. * Liaise with staff and other relevant professionals and provide support and/or advice to meet the needs of the pupils. * Liaise with feeder schools and other relevant bodies to gather pupil information * Maintain excellent working relationships with pupils/students, staff, governors, parents, other professionals and all visitors to the school. * Attend and participate in meetings, as required. * Exchanges information with staff, parents/carers and other agencies. * Recognise own strengths and areas of expertise and use these to advise and support others * Assist in the supervision, training and development of staff * 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 must provide high standard of care to pupils and treat pupils with dignity and respect at all times. |
| **Creativity** |
| * To independently select and adapt appropriate resources/methods to facilitate agreed learning activities in discussion with class teacher and other professionals e.g. medical. * Support pupils’ access to learning using appropriate strategies, resources etc. * Work with other staff, and other professionals e.g. medical, in planning, evaluating and adjusting learning activities as appropriate * Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording * Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence * Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested * Assist in the development and implementation of appropriate behaviour management strategies * Assist in the development, implementation and monitoring of systems relating to attendance and integration * Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc. * Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs * Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning |
| **Decisions** |
| * The post holder will make decisions based on the situation presented by pupils and the environment when working without direct supervision of their line manager. Decision making will always be within the context of the school ethos and policies. This includes reporting concerns of specialist medical equipment. * Resolves all but the most complex problems independently. * The post holder works under the direction of their line manager/s and guidance of medical professionals. * The postholder may be responsible for making decisions whilst on out of school activities regarding students’ wellbeing. These decisions can involve health and safety and may be made alone. * Makes independent decisions about the management of pupils in undertaking pre-planned learning activities. * Makes decisions about own work supporting pupils within their learning /social/behavioural need. * 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. * The post holder must be familiar with the fire drill and emergency evacuation procedures, if moved to another area of school at any time. * In discussion with line manager, identify risk assessments that need to be developed whether it is related to yourself or others. * In discussions with line manager, the postholder will identify risk assessments that need to be developed, whether it is related to themselves or others. |
| **Management & Supervision** |
| * When acting in cover supervisor role, when teacher is absent, will direct other staff within the class base. * Will support, monitor or advise less experienced Teaching Assistants. * Will assist new staff, and supply staff, including teachers, 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/ 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, Wellbeing HLTA or senior staff. |
| **Complexity** |
| * To be able to work effectively with pupils with special educational needs, many of these will include complex medical needs, physical disabilities, challenging behaviour, communication difficulties and sensory impairments. * To be able to identify relevant and appropriate support and intervention for pupils with complex special educational needs. * To be able to understand and follow specific guidance for a pupil e.g. to follow instructions on behaviour support plan, medical needs plan, feeding profiles, speech and language and advice from other professionals. * Contributes to planning and development of learning activities with teachers, may plan specified learning activities; responds to activity-related problems without referral to the teachers. May be involved in planning, organising and implementing IEPs. * To work across the whole school, understanding the special educational needs of all pupils. * Contributes to planning and development of learning activities with the teacher and may plan specific learning activities. * In consultation with the class teacher, support the implementation and assessment or Education, Health & Care Plan outcomes. * Working with individuals or groups of pupils requiring mental and sensory concentration, where work is regularly interrupted although this does not require switching from one activity too another. |
| **Resources** |
| * Determine the need for, prepare and use specialist equipment, plans and resources to support pupils. * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection with includes the use of social media, reporting all concerns to an appropriate person. * Responsible for the supervision of pupils using equipment such as play and ICT equipment, ensuring careful and safe use. * May handle small amounts of cash. |
| **Impact** |
| * Pupils will be safe at all times * Pupils health and wellbeing needs will be met * Pupils will be supported to make progress and achieve * The school ethos and aims are upheld. |
| **Physical Demands** |
| * Post holder needs to be physically and 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 both inside and outside environments  -being able to supervise pupils whose behaviour can be challenging and active  -be resilient to work with pupils whose behaviour may be challenging or those who may be life limited.  -Assembly and clearing away of equipment or keyboard skills or mobility aids.  -Use of specialised equipment requiring precision e.g. use of hoists or lathe |
| **Working Environment** |
| * Work is normally carried out in the classroom, identified specialist area or similar environments which may sometimes involve exposure to noise or other unpleasant conditions. * The role requires the postholder to work for lengthy periods, engaging with pupils who display behaviour difficulties and may be in crisis. * The role requires the post holder to work outdoors and indoors. * The role includes being able to go into the community on transport and in swimming pools. It also requires the post holder to support pupils in a wide range of settings that may include e.g. horse riding, outdoor pursuits. * The role requires the postholder to work with pupils with behaviours that can be challenging verbally and/or physically. |
| **Emotional Context** |
| * The role may frequently require the post holder to work with pupils with behaviours that can be challenging socially, emotionally, verbally and/or physically. * The role requires working, and engaging, with students who display behaviour difficulties and who may be in crisis. The person may need to assist with a MAPA intervention. * The post holder will need to work with pupils with moderate/severe learning disabilities and may have additional complex needs. * The post holder will be working with children from disadvantaged backgrounds, therefore will be subject to an increasing numbers of safeguarding issues. * The role requires the post holder to work with pupils with behaviours 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. |
| **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 Telford & Wrekin Council and 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. |

**Person Specification**

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| **Criteria** | **Standard** |
| **Qualifications** | * Level two numeracy/literacy skills * NVQ 3 for Teaching Assistants or equivalent qualification or experience * First aid at work/paediatric first aid/emergency first aid (desirable) * MIDAS driving qualification (desirable) * Makaton foundation level or equivalent (desirable) |
| **Experience** | * Experience working with children of relevant age * Significant experience of working with pupils with moderate/severe and complex needs |
| **Knowledge** | * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation * Working knowledge of natioxnal curriculum and other relevant learning programmes * Understanding of principles of child development and learning processes and in particular, barriers to learning * Full understanding of the range of support services/providers * Health and safety within a school context * Specialist knowledge and skill appropriate to providing support to pupils with additional needs. * Demonstrate specialist knowledge and skills that are appropriate to provide specific support to pupils with varying additional needs. |
| **Skills** | * Developed skills for communicating with pupils to support learning and development and encourage * Ability to plan effective actions for pupils at risk of underachieving * Ability to self-evaluate learning needs and actively seek learning opportunities for professional self-improvement. * Ability to relate well to children and adults * The ability to work under the instruction of a line manager and/or head teacher * The ability to work as part of a team but also independently. * The ability to be understanding of the individual needs of the children within the school. * Ability to make/record effective observations. * Ability to support the making and use of resources. * Ability to prepare pupils work to meet requirements of school policies. * Ability to manage the classroom in the absence of the class teacher, maintaining appropriate behaviour and delivering learning activities in accordance with agreed plans. * Good computer literacy including Microsoft and SEN specific software. * Ability to effectively carry out skills to support pupils, e.g. moving and handling, Makaton, MAPA, communication aids, etc. * Ability to simplify/differentiate language to the assessed ability of individual pupils. * The ability to be alert and vigilant at all times. * 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. |
| **Personal style & behaviours** | * The post holder will be working with students with special educational needs and should therefore be able to demonstrate the following qualities:   -caring, resilient, approachable, sensitive, empathy, ability to maintain confidentiality, strong communication skills, flexibility. |

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). The post holder should be able to speak to school leaders, school staff and students as behaviour, welfare, progress and safety issues arise.

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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>