

Children, Young People and Learners

**Teaching Assistants - Special School –
(Level 4)**

Role Profile and Person Specification



CROYDON COUNCIL

Job Description

Job Title:	Higher Level Teaching Assistant – Special School - (Level 4)
School:	St Nicholas School
Grade Range:	Grade 7 - Scp 23 – 25
Hours per week:	32.5 hrs per week 8.30am to 3.30pm
Work Pattern:	Term Time Only
Location:	Reedham Drive, Purley, CR8 4DS
Reports to:	Deputy Heads / Head Teacher
Responsible for:	
Role Purpose and Role Dimensions:	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.</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 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▪ More experienced teaching assistants▪ Class teacher▪ Head Teacher or Deputy Head Teacher
Key Internal Contacts:	
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:	<p>Whilst there are some Statemented 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.</p>

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 1,2 & 3 and in addition: -

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Developing and implementing EHCPs and termly forecasts/learning programmes.
- Supporting pupils consistently whilst recognising and responding to their individual needs.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.

Support for the Teacher

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Providing objective and accurate feedback and reporting as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Being responsible for maintaining knowledge of student's behaviour programmes.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Organising and managing appropriate learning environment and resources.
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests.
- Production of lesson plans, worksheet, plans etc.

Key Accountabilities and Result Areas:

Support for the Curriculum

Key Elements:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- This will usually be covering Teacher's absence or delivering planned learning on a weekly basis to cover teachers' PPA time.
- Delivering local and national learning strategies e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills.

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Using ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advising on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

This will involve:

Core Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognising own strengths and areas of specialist expertise and using these to lead, advise and support others

Additional Duties

Carrying out the core duties of Teaching Assistant Special Schools level 1,2 & 3 and in addition: -

- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Key Accountabilities and Result Areas:

Key Elements:

Green Statement

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'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 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 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.

Key Accountabilities and Result Areas:

Key Elements:

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's Customer Care Policy.

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.
- 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

Job Title:

Teaching Assistants – Special School (Level 4)

Essential knowledge:

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.
- Training in relevant learning strategies e.g. literacy.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.
- Good understanding of the learning needs of children with Special educational needs including Autism, Learning and Communication difficulties and behavioural difficulties.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.

Essential skills and abilities:

- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- Can use ICT effectively to support learning.
- Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- 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.
- Be able to react constructively to challenging situations involving the care and management of individual children.
- 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.

Essential experience:

- Experience working with children and/or young people of relevant age in a learning environment

Special conditions:

- Enhanced DBS check
- Above average exposure to pupils with lifelong developmental disorders, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress.
- Close contact with pupils will result in some exposure to bodily fluids.
- 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.