



Location:	Colindale Primary School
Job Title:	SEND Teaching Assistant Level 2
Grade:	D
Reports to:	Headteacher/AHT Inclusion/Assistant SENCO/Class Teacher
Hours:	32.5 Hours per week - 8.30-3.30 (30 minutes break)
Salary:	£33,129 - £34,104 FTE £26,188 - £26,959 Pro Rata

Job description for Specialist Teaching Assistant

An experienced teaching assistant providing support and learning for pupils with ASN (Additional Support Needs), such as those with moderate, severe, complex, behavioural, social, communication, sensory or physical disabilities.

1. Purpose of Job:

The key focus of this role is to:

- support the classroom teacher with their responsibility for the development and education of all pupils, including those with SEN and physical disabilities
- assist in the development of pupils' learning, the provision of care and the management of pupils' behaviour under the direction of teaching staff/senior colleagues
- provide specialist assistance to pupils with ASN who need particular help to overcome barriers to learning

Jobholders generally work under the direct supervision of the teacher within the learning environment with the teacher present. However, they may occasionally be required to work outside the classroom for short periods.

2. Key accountabilities/duties/responsibilities:

Support for the Pupils

- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, emotional, welfare and health matters reporting problems to teacher as appropriate.

- Physically assist pupils in activities (may involve lifting where support with mobility is required – as recommended by an expert in this area)
- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Scaffold learning activities so that the child is as independent as possible
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Assist with planning, organising and implementing individual development plans for pupils, which could include attendance at and contribution to reviews
- When accompanying teaching staff and pupils on educational visits, trips and out of school activities support pupils with medical care needs. This may include gastrostomy management, suctioning and tracheostomy care, catheter care, and administering medication, in accordance with an agreed plan, and under the direction of healthcare practitioner and following appropriate training

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and learning activities and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve goals
- Assist with the preparation of learning activities
- Attend planning sessions for children with complex needs with the Class Teacher and Assistant SENCO
- Report pupils' responses to learning activities and record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, or problems
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour

- Establish constructive relationships with parents/carers referring any difficult or contentious issues as appropriate.
- Complete in a professional manner home-school books for parents whose children travel on borough transport
- Monitor pupils conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or challenging issues
- Evaluate specialist learning activities with the teacher, writing reports and records as required

Support for the Curriculum

- Assist with the implementation of structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses
- Assist with the implementation of programmes linked to local and national learning initiatives, recording achievement and progress and feeding back to the teacher
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required

- Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for an individual child or a group under the supervision of the teacher
- Assist with medical visits and special events, such as School Concerts, Plays, Parents / Carers evenings
- Respond to panic alarms where appropriate

Support for the ARP

Work in a team to:-

- Ensure equipment is safely maintained
- Implement programmes of therapy under the guidance of physiotherapists, occupational therapists and speech therapists
- Be trained for manual handling and moving children with physical disabilities
- Be trained to use hoists and slings to assist safe manual handling
- Support children with self-care skills:-
toileting, changing e.g. sanitary pads
dressing
feeding – e.g. cutting, sieving food including gastrostomy where necessary
- Participating in child's swimming lesson, providing support in the water or on poolside
- Ensure high standards of hygiene – maintaining clean changing/toileting rooms and safeguarding children's and own hygiene
- Working with specialist equipment such as specialist communication devices
- Using specialist AAC equipment
- Be fully aware of and follow evacuations procedures for children with disabilities
- Undertaking on-going training
- Attend training on variety of areas associated with the above
- Supporting wheelchair users

- Securing wheelchairs on minibuses following training
- Demonstrate activities to others
- Further training may include
driving minibuses – according to person's aptitude
Positive handling techniques

Practise guidelines as laid down in Safer Working Practices

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

PERSON SPECIFICATION

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Knowledge, training and experience
• Educated to NVQ level 2 / GCSE Grade A-C or equivalent knowledge and experience • Likely to have experience of working or volunteering as a Level 1 Teaching Assistant or a similar role • Working at the National Occupational Standards (NOS) in Supporting Teaching & Learning – Level 2 (or equivalent) • NVQ 2 in Supporting Teaching in Learning and may be working towards NVQ 3 • Knowledge of relevant policies and procedures such as child protection, safeguarding, health and safety and positive handling techniques • Understanding of the national curriculum and relevant school policies • Knowledge of how to apply Education, Health and Care Plans and other support plans • Awareness of physiotherapy, hydrotherapy, occupational therapy/speech/language therapy and special interventions that are required • Knowledge of specialist equipment to assist pupils in class, for example spinal rod, splints, braces, wheelchairs, hoists and slings and specialist communication technology • Will undertake a range of training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism, Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach, plus gastrostomy management, suctioning, tracheostomy care, peg feeding, first aid, nebuliser use, Makaton, PEC (picture exchange communication), use of specialist equipment • Basic IT skills, such as Internet browsing and accessing email

Skills
Planning, organising and controlling skills • Work under the supervision of a teacher within classroom setting with teacher present • Carry out a wide range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, attending to pupils' personal needs • Plans, prepares and deliver learning activities for pupils with ASN under the guidance of a teacher • Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carer permission has been granted)
Communication and influencing skills • Daily contact with parents/carers regarding their child to discuss sensitive and confidential information, for example personal care, health, medication, child behaviour. This may be in verbal or written form in a home-school liaison book. • Use language and concepts appropriate to the child's particular needs, age, stage of development, and culture • Training in augmentative and alternative communication • Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided, for example provide information to doctors/family, relay to medical staff what actions have been taken in response to incidents • May demonstrate own duties to new staff
Initiative and Innovation skills • Under the direction of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities generally within classroom setting with teacher present • Work within and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, equal opportunities, confidentiality and data protection

- Use initiative and make decisions to:
 - Work with the classroom teacher in the development and education of pupils with ASN and provide personal care and support to pupils. This could include administration of medication
 - Assist in the development of Education, Health and Care Plans and/or other support plans for pupils
 - Provide the teacher with feedback on pupil progress, behaviour, wellbeing, achievements and problems and provide feedback to pupils in relation to attainment and progress
 - Support the teacher in managing pupil behaviour
 - Carry out structured and agreed learning activities teaching/programmes, amending approach according to pupil progress
 - Carry out programmes linked to local and national learning strategies such as literacy, numeracy, early years and/or IEPs, recording achievement and progress and feeding back to the teacher
 - Assist with the supervision of pupils outside of lesson times i.e. at lunchtime and playtime where applicable
 - Assist with organising and supporting medical visits, educational visits and special events
 - Understand and appreciate each individual pupils specific needs and condition
 - Recognise/identify changes in behaviour or wellbeing with a pupil and refer to/call in additional support
 - Check all equipment before use to ensure safe operation/use
 - Ensure pupil's dietary requirements are met, for example food chopped, sieved, any allergies
 - Identify and use best and most appropriate method of communication with individual pupils, for example Makaton, PEC
 - Ensure own personal hygiene to avoid cross infection between pupils, for example hand washing, wearing gloves, disinfecting changing mats, careful use of equipment

(The above examples are not exhaustive)

Supplementary Information

Physical effort	Daily requirement to manoeuvre pupils with physical disabilities, assist in physical activities, or positive handling of pupils as specified and as required following appropriate training Working under direction of Occupational Therapist , Physiotherapist, Speech or Language Therapist carry out daily programmes of exercises or routines with pupils as required Will undertake moving and handling activities as required, for example carrying and lifting equipment and resources, putting up displays
Working environment	Daily requirement to wear personal safety equipment (padded clothing, arm shields) when working with pupils who exhibit challenging behaviours, for example hitting, biting, scratching, kicking, hair pulling Daily and on-going requirement to ensure intimate personal hygiene of pupils and provide very personal care, for example changing sanitary pads, incontinency pads, soiled clothing , feeding (peg feeding, suctioning), showering, drying after swimming/therapy