

## **JOB DESCRIPTION**

### **PENRYN COLLEGE (Mainstream and ARB)**

<b>Job title:</b>	Teaching Assistant
<b>Grade:</b>	D £20,352 - £20,522 (Actual salary £15,469 - £15,598)
<b>Responsible to:</b>	SENCo/Assistant SENCo, SEN Administrator
<b>Direct supervisory responsibility:</b>	None
<b>Indirect supervisory responsibility:</b>	None
<b>Important Functional Relationships:</b>	Teachers, pupils, support staff, parents

#### **Main purpose of the job**

To take a pro-active role in the support of the educational, social and physical needs of pupils; to support the curriculum and the college through the provision of a high level of assistance in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils.

To meet the needs of pupils with specific special education needs, within an ARB or a mainstream setting.

To attend to the needs of pupils; this will primarily include their personal care, physical mobility and eating/drinking needs. To work across the school as part of a staff team and support pupils in a way that respects their dignity and self-respect, and promotes independence. To help in the day-to-day running of the establishment, working alongside pupils in a non-discriminatory way.

#### **Duties and responsibilities:**

1. To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the Curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
2. To actively work with Tier 2 colleagues to diagnose and remove specific barriers to learning including SEN/Behaviour.
3. To establish supportive relationships with the pupil/s concerned (and their parents) and to encourage acceptance and inclusion of all pupils.
4. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
5. To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To ensure that basic classroom materials are available for use.
6. To create differentiated resources.
7. To participate in the CAT team monitoring cycle and to be able to use understanding of progress to evidence the impact of your work in diagnosing and removing barriers to learning.
8. To assess, monitor and record children's progress in relation to Learning Plans/Passports, and to feedback to the SENCO/Teacher with regard to children's progress and the success of plans, including making recommendations for alterations to improve the effectiveness of Plans.
9. To support annual review cycle and assess, plan, do, review cycle as directed.

10. To assess, monitor and record children's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Teacher or Headteacher as appropriate.
11. To meet with teachers, SENCOs, appropriate key stage co-ordinators and Governors on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
12. To be aware of confidential issues linked to home/pupil/Teacher/school work and to ensure the confidentiality of such sensitive information.
13. To supervise an individual or small group of children within a class under the overall control of the Teacher.
14. To lead, as directed any intervention which actively improves barriers to learning, and report back how this intervention has improved with evidence.
15. To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
16. To accompany children on educational visits and outings as supervised by the Teacher.
17. To encourage acceptance and inclusion of all pupils.
18. To develop methods of promoting/reinforcing the pupil's self-esteem and to promote independence through the development of self-help skills.
19. To administer minor first aid (as trained), assist in the dispensation of medically prescribed controlled drugs (as per the approved procedure) and to assist with children who are sick as needed.
20. To support the Area Resource Base (ARB) team with the personal care needs of pupils, including the needs of incontinent pupils.
21. To support pupils in both the ARB and mainstream with their mobility needs, where appropriate, under the guidance of the teacher and multi-disciplinary teams.
22. To provide practical help with the use and care of specialist equipment used by individual pupils.
23. To support and encourage pupils in their daily activities as stated in their personal care plans and other guidance provided by teachers and other involved professionals and to treat pupils with care, respect and dignity at all times.
24. To attend to the physical and medical needs of pupils requiring specialist care, for example assisting with one-to-one feeding, administering medication etc.
25. To meet the mobility needs of pupil/s assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
26. To complete records for individual pupils relating to their personal needs.
27. To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training (eg: Team Teach) and school policies and procedures.
28. To carry out administrative tasks associated with all of the above duties as directed by the Teacher.

29. To remain aware and work within all relevant school working practices, policies and procedures.
30. To attend staff meetings and school-based INSET as required.
31. To maintain confidentiality of information acquired in the course of undertaking duties for the school.
32. To undertake safeguarding Tier 2 training and to be aware of and work in accordance with the school's Safeguarding and child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
33. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection, GDPR).
34. To be responsible for own continuing self-development, undertaking training as appropriate.
35. To undertake any other relevant duties appropriate to the grading of the post as required and as directed by the Assistant Headteacher/SENCo/ARB Lead Teacher/ARB HLTA/Skills Centre Manager/Student Progress – Advanced Level team/SEN Administrator.

Prepared by:                   AHT in charge of SEN

Date:                             April 2022

## **PERSON SPECIFICATION**

**Job Title:** Teaching Assistant

**Person specification prepared by:** Assistant Headteacher i/c SEN

**Date:** April 2022

<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW IDENTIFIED</b>
<b><u>Relevant Experience</u></b>	Previous experience of working with children or adults with healthcare/mobility or disabilities.	At least 2 years' experience of working with children within a classroom environment or similar.	Application form. Interview.
<b><u>Education &amp; Training</u></b>	Attainment of 4 GCSE qualifications (or equivalent), or able to demonstrate equivalent knowledge, skills and aptitude.  Good levels of literacy and numeracy to GCSE Grade 5 (C) or above or equivalent qualification in English Language and Maths.  Team Teach trained or happy to undertake the training on appointment.	Completion of the DfES Induction for Teaching Assistants.  CLANSA or Cornwall Certificate in SEN.	Application form. Interview.
<b><u>Special Knowledge &amp; Skills</u></b>	Knowledge of a particular area of the curriculum or children's needs (ie: early years, EBD, ALS, literacy or numeracy).  Has an understanding of safeguarding issues relating to disabled children.  Has an acceptance of different attitudes and is comfortable with children and young people.  Good organisational and communication skills.	Knowledge of a range of issues relevant to education and child development.  Good ICT skills.	Interview.
<b><u>Any Additional Factors</u></b>	Able to prioritise between different demands.  Can demonstrate an interest in working with children who require a high level of personal care.  Self-motivated and able to work constructively, and with minimum supervision, as part of a team.  An interest in children and education.  Has a positive outlook, sense of humour and a patient & friendly approach.  Is courteous and professional at all times.  Is honest, reliable and discreet.  Has an excellent attendance record.  Displays a sound understanding of - and commitment to - the protection and safeguarding of children and young people.	Experience of Manual Handling and Physio.	Interview.

