



Caring, enthusiastic people needed to support pupils with
Severe Learning Difficulties

Ongoing vacancies for Supply Teaching Assistants

Grade 15.3 (£10.49 per hour including holiday pay)

Core working hours 8.40am – 3.30pm when required

**Term time only: 39 working weeks per year
This post will involve being called to work at short notice**

An excellent opportunity exists for an enthusiastic people to join this 'outstanding' (OFSTED) school. The post holders will join a team of staff currently working with pupils across the school. Qualifications, experience and a real commitment to special needs would be a significant advantage.

Our school is committed to ensuring a 'Safer Recruitment' process including a Criminal background check.

**Each application will be assessed on receipt
Only successful applicants will be contacted**



Fiveways School



JOB DESCRIPTION

Job Number:	
Pay Grade:	15
Department:	Education
Section:	School Support
Job Title:	Casual Teaching Assistant
Reports To:	Headteacher and appropriate teacher
Main Purpose of Job:	

This Job Description is directed towards a casual TA role within Fiveways (S.L.D.) School.

- To assist the Head teacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development.

There is a Special Needs input to support pupils **presenting with Severe Learning Difficulties. Pupils may not be readily engaged** in activities. Support is both on a one to one basis and in groups, to pupils with **substantial** disability, learning difficulties or behavioural problems.

Main Responsibilities and Duties:

% of Time

Safeguarding Statement: "Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

Support the teaching and learning processes.

Typically the job will include all, or most of the following elements:

Under the **direction** of the teacher:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Learning support is delivered individually and in groups through a range of tasks, mainly:
 - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
 - Focus support in areas needing improvement, both academic and social.
 - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
 - Motivate and encourage pupils to concentrate on and fulfil the tasks set.
 - Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum
 - Seek to ensure the promotion and reinforcement of pupils self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
 - Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
 - Contribute to the implementation of the National, 16+ and/or Foundation Curriculum and specific individual pupil targets.
 - Modelling for students on work placements or volunteers

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and

maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work.
- Assist in the preparation for educational visits, and where appropriate accompany students.
- To assist with the delivery of some activities that lie outside the normal school day (i.e. Camp, extended school day trips)

To provide care and supervision of pupils within the classroom, within the school and outside of the school.

Typically the job will include all, or most of the following elements:

- Supervise and support pupils using cloakrooms, showers and toilet facilities. To engage and encourage pupils during playtime activity and support them when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary.
- Assist pupils eating, in a controlled environment. To carry out structured feeding programmes using a variety of specialist equipment involving pupils with special dietary requirements and/or tube feeding.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing for pupils hygiene /medical and personal care needs, support and assistance to the pupil in respect of toileting. Some pupils may also need the emergency administration of specific medical procedures.
- To support and assist pupils with independent mobility programmes

Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
 - Undertake First Aid.
- For some pupils to carry out specific medical procedures such as:
 - Catheterisation
 - Administration of anti-convulsant medication
 - Tube feeding
 - Suction pumping for congestion
 - Reflux conditions

<ul style="list-style-type: none"> • Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy. • To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs. • Monitor and support pupils engaged on work experience programmes. <p><i>There will also be an allocated 'Area of Responsibility' for details of which are described below:</i></p> <p>To undertake as directed by the Head and Teacher responsible, the following duties:-</p> <p style="text-align: center;">~to be determined</p>	
<p>Facts and Figures: <i>Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.</i></p>	
<p>SUPPORTING PROCESSES</p>	
<p>Problem Solving and Creativity: <i>Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?</i></p>	
<p>On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.</p> <p>Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.</p> <p>Additionally, creativity energy and innovation are needed to meet the special education and care needs of all pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour, including aggression.</p>	
<p>Decision Making: <i>Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.</i></p>	
<p>The key aspect is that at this grade of post the LSA is working under 'Direction'</p> <p>Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.</p>	
<p>Physical Effort and Working Conditions: <i>Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected e.g. noise, outside working, unpleasant surroundings.</i></p>	

A special school environment, although the job holder may be involved in external school activities, such as horse riding, swimming and educational visits.

Most of the working day is spent actively involved and physically engaged, with periods of crouching / bending to engage pupils in activities.

Substantial physical effort is required on a regular basis, to give pupils access to the full curriculum, in providing assistance to pupils with significant physical disability, and in some cases to those who challenge behaviourally.

There may be a need to physically lift pupils, to facilitate learning as identified in the school curriculum (e.g. music, P.E.) and to attend to safety or care needs. Risk assessments, detailing agreed manual handling good practice will be available for each pupil presenting a physical risk in these terms (the production of which is school priority). Until such a time when these are fully implemented the general advice received in training sessions should influence manual handling practice, supported by advice from the physiotherapist.

There are regular physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological needs and / or physical disabilities.

Contacts and Relationships: *Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact e.g. providing information or advice, directing, monitoring, influencing, motivating.*

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide support for the pupils with known medical conditions.

Additional Information: *Anything else which is relevant to the job which is not adequately covered elsewhere.*

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils **who are especially difficult to engage in activities, may present more frequent behavioural problems** and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Experience of working with children in an educational setting, preferably with experience in special educational needs.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific areas.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.

A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Knowledge of legislation and regulations applicable to the support and care of pupils.

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.

Literacy / Numeracy A-C equiv.

I agree that the Job Description is a fair and accurate statement of the requirements of the job and understand that Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date: