

For Children with Severe Learning Difficulties

SEMH Teaching Assistant (Fixed Term)

Grade 13 (spinal points 6-11)

(£10.21 - £11.27 per hour)

Term time: 39 Working Weeks

31.65 hours per week (5 days)

To start October 2021 and end 31st August 2022
Gross starting salary of approximately £1,228 per month

The post holder will have a real commitment to working with pupils with SEN and SEMH experience is essential.

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

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

Deadline for receipt of applications: **Friday 17 September 2021**

Dates for Interview: **Monday 27 September 2021**



Fiveways School
— adapted version



JOB DESCRIPTION

Job Number:	Grade 13 - SEMH
Department:	Education
Section:	School Support
Job Title:	Teaching Assistant at Fiveways School
Reports To:	Headteacher, and appropriate teacher
Main Purpose of Job: Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.	

This Job Description is directed towards an LSA 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 challenges.

Main Responsibilities and Duties: *What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.*

% of Time

Support the teaching and learning processes.

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

Under guidance and 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 delivering 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 (understanding the latest operating systems) and other specialist equipment to enhance their learning.
 - Motivate and encourage pupils to concentrate on and fulfil the tasks set through creative approaches.
 - 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.
 - Have a direct contribution 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.
 - Assume responsibility and supervision of less experienced LSA's or supply LSAs. Supporting the development of less experienced colleagues.
 - Have a working knowledge of national end of key stage expectations for KS1 and KS2.

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:

- Assist in the development, monitoring and evaluation of programmes of work.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupil's progress.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make visual aids, art and craft materials, mount and display of pupil work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation for educational visits, and where appropriate accompany students.
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.
- To assist with the delivery of some activities that lie outside the normal school day (i.e. Camp, extended school day trips)
- To drive the minibus and take responsibility whilst on the bus.

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.
- Assist in the supervision of Standard Assessment Tasks and tests /assessments as directed.
- 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
- To assume responsibility and supervision of whole classes for periods in the absence of the teacher; establishing learning opportunities for pupils and becoming the point of reference for class based staff. If such periods are to be extended (whole days) this would only be when all other possibilities have been exhausted. In such circumstances access to a designated

teacher would be identified. This would not be expected in the case of inexperienced TAs.

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:

- Undertake regular De-escalation training to support pupils who have been known to present behaviours that challenge us
- 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
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Personalised Learning Goals for pupils with special educational needs, complete assessments and contribute to the annual review process.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs. This may involve taking pupils off site and supporting them in mainstream and FE settings.
- Monitor and support pupils engaged on work experience programmes.

There will also be an allocated 'Area of Responsibility' for details of which are described below:

(each TA will have an identified 'Area of responsibility')

Facts and Figures: 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.

SUPPORTING PROCESSES

Problem Solving and Creativity: 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?

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.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

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.

Decision Making: *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.*

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be **often** a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational or personal needs.

Physical Effort and Working Conditions: *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 eg noise, outside working, unpleasant surroundings.*

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 eg 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.

Liaise with occupational therapists, Integrated Therapists, speech therapists, CAHMS and other professionals to support a holistic approach and feedback to the teacher/s.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil progress. Such communications can be of a delicate nature depending on a pupil particular needs.

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 challenging to engage in activities and likely to present behaviour that challenges. The post holder can anticipate pupils to have short attention spans and there is a need for high levels of patience to attain pupils' individual learning goals.

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 on AEN and whose behaviour challenges.

Qualities required are determination, resilience, 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 learning goals 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.

A suitable qualification for this post would be NVQ3 or BTEC Advanced Award for Learning Support Assistants, or equivalent.

I Agreed 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:

	Essential criteria	Desirable criteria
Education/ Training	<ul style="list-style-type: none"> ○ A good quality of education is essential, [and evidence to support this eg. certificates] to ensure effective support of pupils' learning across the curriculum ○ GCSE English and Maths minimum A-C/Point 4 or equivalent ○ Evidence of SEN specific CPD 	<ul style="list-style-type: none"> ○ NVQ3 or equivalent
Experience	<ul style="list-style-type: none"> ○ A proven track record of working with SEN, SEMH and SLD, PMLD ○ Evidence of supporting colleagues 	<ul style="list-style-type: none"> ○ Working with pupils with SEMH needs ○ Delivering individualised programmes
Knowledge	<ul style="list-style-type: none"> ○ Legal requirements for safeguarding and the promotion of the wellbeing of children ○ Awareness of equalities duties ○ Contribution to Annual Review Process for pupils' EHCPs 	<ul style="list-style-type: none"> ○ Understanding of a range of strategies to enhance pupil engagement and learning
Skills	<ul style="list-style-type: none"> ○ Supporting colleagues to develop their practice. ○ Excellent interpersonal and communication skills for working in partnership with pupils, parents, colleagues and other professionals ○ Core ICT skills to support pupils' learning & for admin/communication ○ To support the learning of individuals and groups of pupils, assessing and recording progress towards targets and learning outcomes across the curriculum 	<ul style="list-style-type: none"> ○ Delivered training to others ○ First Aid or a willingness to undertake training ○ Mini bus driver or willingness to undertake training if a driver ○ Team Teach trained ○ Signalong trained

	<ul style="list-style-type: none"> ○ Positive behaviour management skills which also support pupils to develop positive strategies for managing their emotions effectively ○ To confidently use initiative and deliver sessions; seeking guidance / advice where necessary ○ Develop Personalised Learning Goals and consider learning opportunities for pupils ○ Contribute to the development of teaching and learning strategies for pupils ○ Ability to meet pupil's physical and care needs, following training, in a way which maintains their dignity and ensures their physical well being 	
<p>Professional Attributes</p>	<ul style="list-style-type: none"> ○ Solution focussed and flexible ○ A positive team member who is reliable, consistent and able to use their initiative ○ Emotional resilience and the ability to remain calm under pressure ○ Empathic towards the pupils, their families and the challenges they face ○ Passionate about enabling all pupils to overcome barriers to learning and achieve success in preparation for adulthood ○ Committed to professional development ○ High expectations of yourself and also your colleagues ○ Embrace the ethos of the school ○ Willingness to take on responsibilities ○ Determined to enable all pupils to succeed 	