



Job Title:	Teaching Assistant H3
Reports to:	HLTA, Class Teacher, Head of Department, Head of School
Salary Range:	NJC Scale: H3
Hours:	Pro-Rata Pay: Term-Time Only (38 weeks)

Job Context

The Blue Tangerine Federation is a collaboration of specialist and special education schools. All three schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. Forest House Education Centre is a hospital school providing specialist education for young adults with complex mental health needs. The schools welcome staff of a high professional caliber and shares the responsibility with each member of staff for continual review and the development of expertise.

All post holders in the school are required to support the Executive Headteacher in the development and improvement of our school(s) by:

- Keeping children safe
- Being professional
- Comitting to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Teaching Assistant H3

To work with colleagues as part of a professional team to support teaching and learning for pupils with SEND. Providing specialist assistance to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities, and ensuring safeguarding of pupils.

Leadership & Strategy

- Contribute to overall Federation strategy and policy making where required
- Contribute to all colleagues' training where required

Specific Responsibilities

- Provide learning activities for individuals and groups of pupils under the professional direction and supervision of the class teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEND
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional
- Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
- Select, adapt and/or create appropriate resources/methods to facilitate agreed learning activities
- Be involved in planning, organising and implementing individual development plans for pupils (such as behavioural, anxiety and educational plans), including attendance at, and contribution to, reviews
- Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters. Maintain and provide healthy and safe school environment.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Develop and maintain effective working relationships with Federation staff, leadership, governors, external professionals and others as required or directed
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Where specific training has taken place e.g. minibus driving, First Aid, Paediatric First Aid, Swimming, these skills continue to be utilised to support children's safeguarding and learning opportunities

You may also undertake some or all of the following:

- Take the lead in inducting pupils into specialist units, classes or schools for pupils with special educational needs
- Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas
- Establish and maintain relationships with families and carers and other adults, e.g. speech therapists
- Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment
- Escort and supervise pupils on educational and out of school activities
- Support the development/oversee the work of other support staff
- Be responsible for the preparation, maintenance and control of stocks of materials and resources
- Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training
- Be responsible for pupils who are working to individual and differentiated timetables.
- To support pupils participate in swimming and other such activities.
- Support pupils within 1:1, 2:2 and group settings.

Knowledge	Competencies
NVQ level 2 in numeracy & literacy (or equivalent)	Communication (written and verbal)
Intermediate knowledge of ICT	Problem Solving
Intermediate knowledge of Health, wellbeing and safety	Team working
Awareness of keeping children safe	Active Listening
First Aid	Motivation
Awareness of Data protection and confidentiality	Monitoring
Knowledge of supporting children with behaviour management	Sensitivity
Understanding of the School's ethos and values	Resilience, Drive, Signing

Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

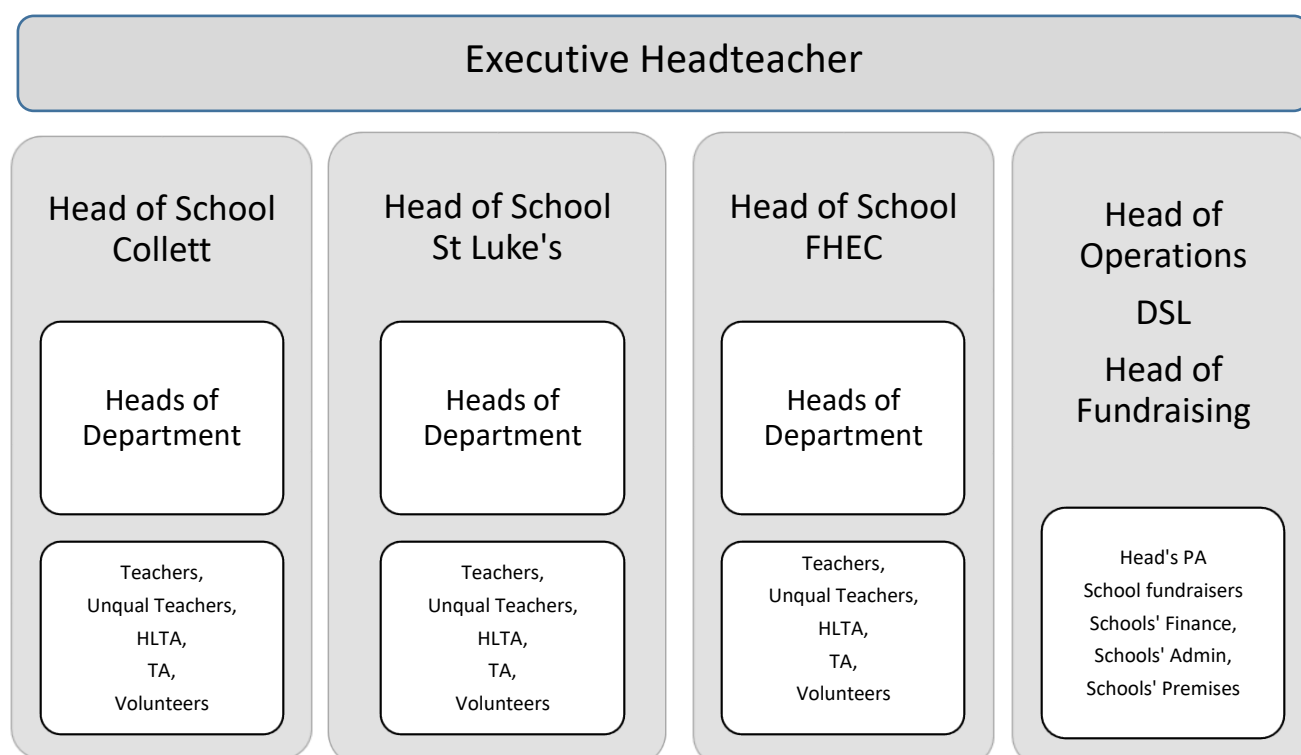
Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Follow school procedures for moving and safe handling, first aid and Hertfordshire Steps behaviour programme. Make the team aware of situations where it is not safe for you to intervene and hand over to another member of staff ensuring the child(ren)'s safety and others' well being.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Baring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire 'grid' for education.

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day-to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils in Stepon and within Stepup the moving and where directed, the physical restraint of pupils
- Moving and handling children and young people
- Some staff work with children requiring intimate care
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Class Teacher
- The postholder will support the line management of others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



Teaching Assistant H3

Criteria		Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • Good English and Maths skills equivalent to NVQ level 2 or GCSE grade C in English and Maths or proven through interview process. • Practical experience of working with children. • Professional qualification in child development or childcare • Experience of working in a school. • Experience of working with SEN children • Experience of working in care setting 	<p>V</p> <p>V</p>	<p>V</p> <p>V</p> <p>V</p> <p>V</p>
SKILLS	<ul style="list-style-type: none"> • Ability to work as part of a large team. • Ability to follow directions given by a teacher or other professional. • Can maintain good discipline and work independently • Willingness to learn new skills • Ability to recognise and support individual needs including those with challenging behaviour • Skill and knowledge of using alternative communication methods • ICT skills 	<p>V</p> <p>V</p> <p>V</p> <p>V</p> <p>V</p>	<p>V</p> <p>V</p>
PERSONALITY AND PHYSICAL MAKE	<ul style="list-style-type: none"> • Confident with clear speech • Able to form effective working relationships • Able to motivate adults and pupils • A sense of humour • Good health • Honesty • Energy to cope with a physically and emotionally challenging job 	<p>V</p> <p>V</p> <p>V</p> <p>V</p> <p>V</p> <p>V</p> <p>V</p>	
WORK ATTITUDES	<ul style="list-style-type: none"> • Is prepared to work in any class with any pupils at very little notice • Adaptable and versatile in coping with unexpected circumstances 	<p>V</p> <p>V</p>	