



JOB DESCRIPTION

Job Title:	Specialist Teaching Assistant – Pupil Participation Assistant
Job Reference:	SCH 254
School:	Winchelsea School
Salary Grade:	F
Responsible to:	Pupil Participation Lead
Responsible for:	N/A

Main Job Purpose

- 1) A Specialist Teaching Assistant who will have a specific area of responsibility within the school within the area of responsibilities held by the Pupil Participation Lead. In support of the overall policy and therapeutic provision of the school, under the direction of the Pupil Participation Lead.
- 2) The post holder may have key worker responsibility for particular groups of pupils and will assist the Pupil Participation Lead, Teachers and Leaders to promote participation in the curriculum and pupils ability to self-regulate. The post holder will contribute to the development and implementation of programmes of pupil work and support for individuals and groups.
- 3) Make a key contribution to the provision of a stable, caring and supportive learning environment to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- 4) The post holder may be required to undertake appropriate cover supervision in the absence of a teacher.

Main Responsibilities and Duties

- 1) The post holder will work under the guidance and supervision of the Behaviour Leader.
- 2) Assist the Pupil Participation Lead, Class Teachers and other Leaders in developing, implementing and managing strategies aimed at:
 - a) Devising bespoke packages for pupils that display behaviour that may cause concern;

- b) Implementing the bespoke packages for pupils identified as causing concern using data and an evidence based approach to achieve positive outcomes;
 - c) Managing pupil behaviour through improving communicative function and developing their social understanding;
 - d) Establishing and maintaining relationships with individual pupils and groups;
 - e) Supporting pupils in learning activities both in and out of the classroom;
 - f) Effectively and efficiently supporting the class teams to deliver pupils' in-class strategies;
 - g) Ensuring the provision of a high quality support service for pupils, teachers, the curriculum and the school;
 - h) Supporting the inclusion of pupils;
 - i) Supporting the academic, social and emotional development of pupils.
- 3) Support the Pupil Participation Lead, Class Teachers and other Leaders to provide guidance and model strategies to parents and carers where appropriate.

Support the school by:

- 4) Contributing to or leading (as appropriate) in-service training.
- 5) Contributing to the process of school self-review.
- 6) Attending and contributing to school staff meetings and department meetings.
- 7) Contributing to the school improvement planning process.
- 8) Monitoring and supporting pupils/students/volunteers placed within the school on work experience programmes.
- 9) Supporting the development and effectiveness of team working, including modelling strategies in class. Providing constructive feedback to staff to further develop positive outcomes for pupils. Where appropriate support class teams for longer periods of time to provide consistency and stability to further support pupils to participate.

Support pupils and Pupil Participation Lead by:

- 10) Assist the Pupil Participation Lead in the timetabling of sessions and programme implementation as required.
- 11) Ensure accurate records of intervention are maintained, securing accurate data for internal and external review.

- 12) Support the Pupil Participation Lead to provide accurate data to internal and external stakeholders.
- 13) Ensure accurate minutes of meetings with internal and external stakeholders are taken and available.
- 14) Contributing to and assisting in the development and monitoring of systems for reviewing and recording pupils' progress – both academic and social.
- 15) Monitoring and recording pupil progress, including preparing and contributing to pupil progress reports in support of the pupils' annual reviews.
- 16) Overseeing the preparation, organisation and maintenance of the resources held by the Pupil Participation Lead. This includes assistance with more complex visual aids, art and craft materials and the creation of displays, including those of pupils' work.
- 17) Assist in the preparation of educational visits and where appropriate accompany/supervise pupils undertaking off-site activities related to participation goals that may link to pupil's individual goals into 'real life learning'.
- 18) Represent the school at meetings with Bournemouth, Poole and Christchurch Council or in liaison with other external specialist officers. Provide guidance, advice and relevant data to external and internal professionals to further support provision planning for young people.

Generally

- 19) The post holder will have a good knowledge of strategies to support young people with Special Educational Needs to access education.
- 20) Undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed.
- 21) Comply with all decisions, policies and standing orders of the school and BCP Council; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- 22) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure, and to meeting the five outcomes of Every Child Matters.

Supervision and Management of People

- 1) There may be a requirement to lead and or manage directly one or more Teaching Assistants under the overall line management of the Pupil Participation Lead.
- 2) There may also at times be a requirement to lead and supervise a class.

Knowledge and Skills

- 1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in schools such as NVQ3/BTEC in Learning Support or equivalent occupational national standard for Teaching Assistants.
- 2) The post holder will hold or working towards holding a valid certification of a positive behaviour support programme (such as Team Teach).
- 3) Specialist Speech, Language and Communication training (such as ELKLAN) is desirable.
- 4) Experience of working with children in a specialist educational setting is essential.
- 5) The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- 6) An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.
- 7) An ability to undertake a variety of advanced tasks, confined to one function or area of activity, which requires detailed knowledge and skills in a specialist discipline.

Creativity and Innovation

- 1) Creativity and innovation are essential to the job and need to be regularly exercised, within general guidelines.
- 2) On a daily basis, together with the Pupil Participation Lead, and within prescribed school guidelines, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements. Develop strategies to enhance their learning experience and for their personal, social, health and moral education (such as by developing a reward system appropriate to an individual pupil) and direct the Teaching Assistant staff accordingly.
- 3) Use a variety of interpersonal techniques to establish supportive relationships with teachers, pupils, parents and carers.
- 4) Additionally, creativity and innovation are needed to develop support strategies in consultation with the Pupil Participation Lead. This is to meet the special education and care needs of individual pupils and those with substantial social difficulties and/or regular exhibitions of challenging behaviour.
- 5) A creative approach to supervisory duties, training and supporting staff is required.

Contacts and Relationships

- 1) Regular contact with the Pupil Participation Lead and other School Leaders.

- 2) Contact with parents and classroom teachers regarding pupils' needs, progress and development; contact with outside agencies (e.g. Social Services and CAMHS) as part of the overall support to individual pupils' development and care and the development of the inclusive learning agenda for schools.
- 3) Situations where the content and outcome are not straightforward or well established and could involve more detailed assessment, planning evaluation, care and assistance. Some authority in the provision of services is required.

Decisions

- 1) Assist in the development and review of the whole school initiatives under the responsibility of the Pupil Participation Lead. This will include strategies, policies, guidelines and rules. In consultation with the Pupil Participation Lead, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their therapeutic education, activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented. Decision making will be data and evidence based.
- 2) Guidance is normally readily available from Pupil Participation Lead and more complex or controversial decisions will be referred to other School Leaders.
- 3) There will often be a need to make immediate decisions, without initial referral to Teachers, the Pupil Participation Lead or other School Leaders, in relation to immediate care, control and safety of pupils with special needs.

Resources

- 1) Limited responsibility for physical and financial resources, overall responsibility is held by the Personal Development, Welfare and Behaviour Lead (inc Designated Safeguarding Lead).

Work Environment

- 1) The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- 2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically direct or restrictively hold pupils to meet their safety or care needs. Training will always be provided and kept refreshed as directed by the Behaviour Leader or as requested by the post holder.
- 3) The post holder will be expected to challenge behaviour of pupils and provide clear and consistent boundaries.
- 4) There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting difficulties.

Prepared by: Adam Bradford
Date: March 2020.

PERSON SPECIFICATION

Job Title:	Specialist Teaching Assistant – Pupil Participation Assistant
Job Reference:	
School:	Winchelsea School

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Experience	<ul style="list-style-type: none"> Working with pupils that may display challenging behaviour with a difficulty to often participate in learning; Demonstration of being outcome focused, achieving these outcomes using a creative and person centred approach. The post holder will have a good knowledge of strategies to support young people with Special Educational Needs to access education. 	Application form Interview References
Qualifications & Training	<ul style="list-style-type: none"> 5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience; The post holder will hold or working towards a valid certification of a positive behaviour support programme (such as Team Teach). Specialist Speech, Language and Communication training (such as ELKLAN) is desirable. 	Application form Certificates Interview
Aptitudes & Abilities	<ul style="list-style-type: none"> High level of ICT skills; Ability to use Communicate In Print to a high standard; Ability to handle confidential information with discretion; Ability to sign at an introductory level; Well-developed and sensitive communication and interpersonal skills, both verbal and written. 	Application form Interview References
Knowledge	<ul style="list-style-type: none"> Knowledge of school's Behaviour Policy and associated policies; Knowledge of the school's Speech and Language Therapy Department's Policy and Procedures; Knowledge of school's fire and emergency procedures; Knowledge of Child Safeguarding procedures. 	Application form Interview References
Attitude / Motivation	<ul style="list-style-type: none"> Self-motivated; Person centred approach to supporting pupils; Ability to monitor own skills, identify areas that require development and act upon them. 	Application form Interview References
Other Factors	<ul style="list-style-type: none"> Commitment to Equal Opportunities; Enhanced DBS check. 	Application form Interview References

		DBS process
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