



Job Title:	Teaching Assistant H2
Reports to:	HLTA, Class Teacher, Head of Department, Head of School
Salary Range:	NJC Scale: H2
Hours:	Pro-Rata Pay: Term-Time plus 1 week (39 weeks)

Job Context

The Blue Tangerine Federation is a collaboration of special education schools. Both schools have foundation status and are special educational needs schools for children with complex learning difficulties. 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
- Committing 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 H2

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.

Responsibilities:

The jobholder need not fulfil all of the duties listed below, but must be spending at least 50% of his/her time on some or all of the duties in bold script:

- Attend to pupils' personal needs, including social, health, hygiene, first-aid and welfare matters
- Prepare learning time needs and clear afterwards
- Assist with the planning and delivery of EHCP outcomes and learning activities
- Accompany teachers and pupils on out-of-school activities and take responsibility for a small group or individual student, under the direction of a teacher
- Monitor and evaluate pupils' progress and maintain pupil records.
- Use specialist knowledge and experience to support students' learning.
- Liaise with parents and carers, under the direction of a teacher
- Use initiative to develop and implement actions that will promote the integration of the pupil with his/her peers.
- Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.
- 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.
- 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
- Assist with the development and implementation of EHCP plans, sensory and behaviour plans and personal care programmes.
- Independently supervise a small group of students and individuals.
- Within an agreed system on supervision, plan, deliver and evaluate programmes of work that meet teaching and learning objectives.

Knowledge	Competencies
NVQ level 2 in numeracy & literacy (or equivalent)	Communication
Or GCSE grade C in English and Maths or proven through interview process	Independence
Intermediate knowledge of Health, wellbeing and safety	Problem Solving
Awareness of keeping children safe	Team working
Awareness of Data protection and confidentiality	Active Listening
Awareness of curricular requirements of the school	Motivation
Knowledge of supporting children with behaviour management	Sensitivity
Understanding of the School's ethos and values	Resilience
Experience of working with children	Patience
	Child centered

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.

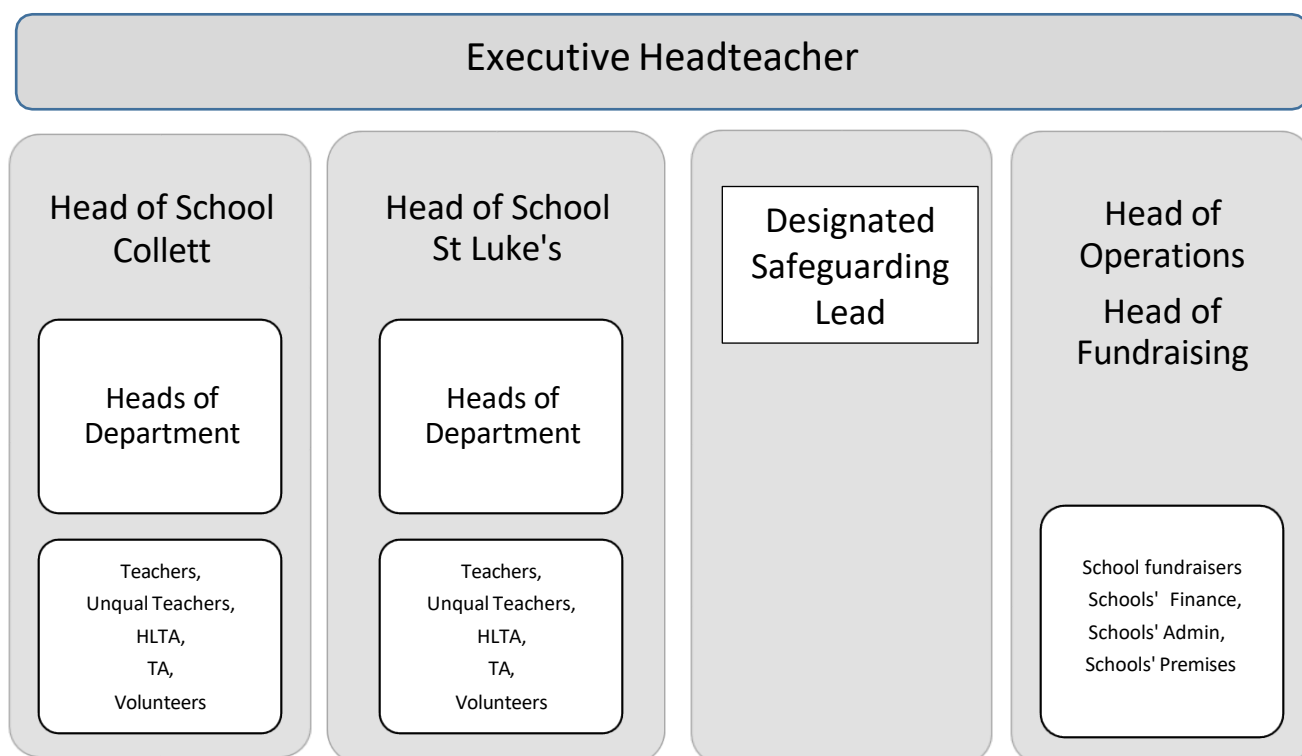
Health and Safety

- 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 post holders 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 Therapeutic Thinking behaviour support procedures, which involves guiding pupils in 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 post holder is line managed by the Class Teacher
- The post holder 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.



Criteria		Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • Good English and Math’s skills equivalent to NVQ level 2 or GCSE grade C in English and Math’s 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 a 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 UP	<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 the unexpected. 	<p>V</p> <p>V</p>	