

# Advanced Educational Teaching Assistant Grade 8

## Job purpose

The job is in the Specialist Outreach and Additionally Resourced Provision Strand which provides support for children with Complex Communication and Interaction (CCI) needs (including autism), their families and designated local mainstream schools.

The CCI team forms one of five specialist outreach strands (complex communication and interaction needs, SEMH needs, cognition & learning needs, sensory impairments, and physical impairments), each providing support for children and young people in mainstream schools across Kirklees.

You are required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted children and where appropriate ensure smooth transition of children to their designated local school.

You will assess and identifying need, organising, and providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional well-being, whilst raising self-esteem and encouraging independence.

You will organise, deliver, and evaluate support for children with complex needs. It also involves working with children who are in the process of transition from the specialist provision to their designated school and working with other schools delivering outreach support. This means working with staff from other schools in order to prepare them to fully meet the needs of the children with complex needs in their local mainstream school. You will also work in partnership with parents/carers and families in order to build confidence and trust.

You will manage and supervise Educational Teaching Assistants (ETAs) and senior ETAs within the CCI strand, providing guidance and leadership to staff.

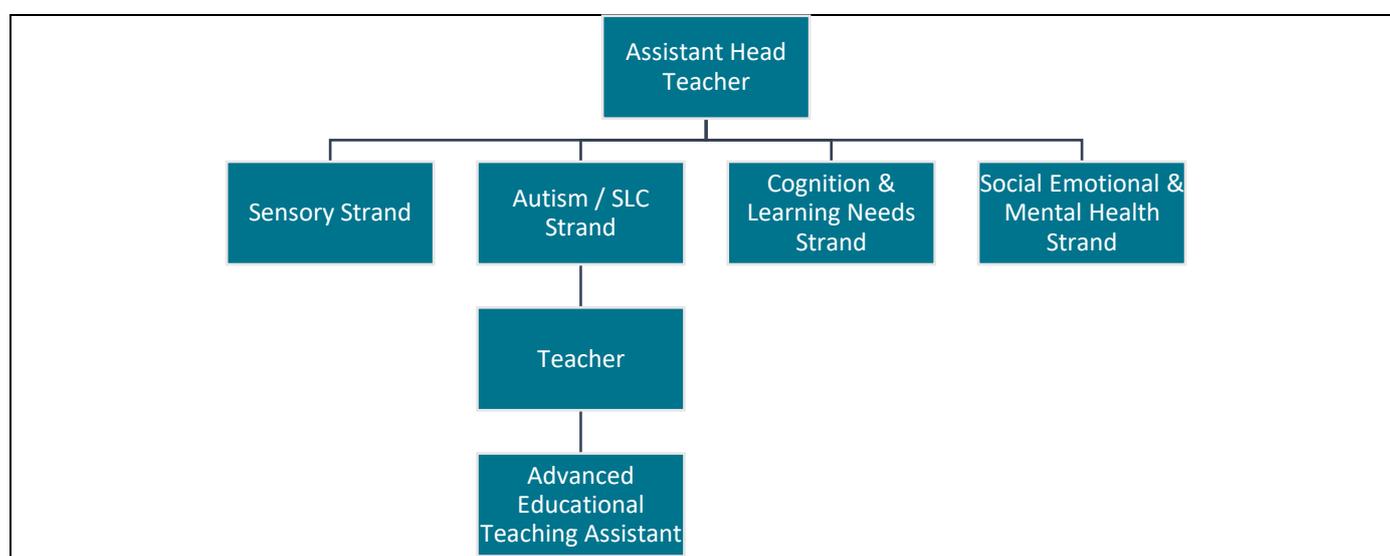
This role is based within [Children and Families](#). Find out more about [working for Kirklees](#).

## Key areas of responsibility

- Families / carers of children receiving support from the specialist provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families, and schools are provided with support and advice to achieve positive outcomes and meet needs
- Schools and other external agencies are supported as appropriate in the assessment of children's needs, in developing effective support strategies, and in the implementation of additional needs and other plans
- Appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication

- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant
- Regular information is provided to line manager/Strand Lead on the effectiveness of the provision
- The latest materials, resources and approaches are researched in order to best meet the needs of children with Complex Communication and Interaction needs
- ETAs and Senior ETAs within the CCI strand are given clear guidance and leadership
- Children are able to play a full part in school, community, and family life
- Individuals and groups of children are engaged in all learning activities, learn effectively, and make good progress
- Staff maintain high expectations of all children to achieve as well as possible
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- Teaching resources are researched, selected, and prepared so that they meet the diversity of children' needs and interests
- Information Communication Technology (ICT) is used effectively to support learning activities
- Children's competence and confidence is increased as a result of staff encouragement and feedback
- Children's records of progress, attendance, and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes of interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Strand Lead. This may include shadowing, attending at training courses, participating in coaching and discussion with colleagues
- Positive and quality working practices are in place with host schools
- The Specialist Provision and Council policies are adhered to and implemented consistently

## Position of job in organisational structure



## Employee Specification

<b>Knowledge, qualifications, skills, and experience</b>	<b>Shortlisting criteria</b>
Mainstream and/or special school support experience in the relevant key stage(s)	Essential
Experience of working with children with complex needs	Essential
Experience of working closely with families	Essential
Experience in leading and modelling and developing effective classroom practice with other staff	Essential
Good general education with GCSE equivalent in maths and English	Essential
Knowledge of CAF and safeguarding procedures	Essential
Knowledge of special educational needs, inclusion and equalities procedures, legislation, and relevant guidance	Essential
Specific skills/experience in relevant strand e.g., PI – personal care, CCI – TEACCH	Essential
Ability to manage difficult conversations and meetings	Essential
Ability to deliver the service to agreed standards through the effective use of resources.	Essential
Ability to consider ways of doing things better, and responding positively to change	Essential
Ability to ensure the child receives the right service	Essential
Ability to communicate effectively to encourage good working relationships internally and externally	Essential
Experience of managing and developing individuals to maximise their contribution to service delivery	Essential
Travel is an essential part of this job and therefore it would be extremely difficult for you to do your job effectively if you did not use a car for all or most of the time. It is essential that you hold a full and valid driving licence, and it is expected that you will either use a council vehicle or your own car.	Essential
Accepts an enhanced DBS and barred list check is required. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.	Essential

## Behaviours and expectations

The right behaviours and attitudes are as important to us as the skills you bring to the job. We expect all our employees to demonstrate the following behaviours:

- Positive
- Honesty
- Respectful
- Flexible
- Communicative
- Supportive

You will also promote and be a role model of the Council's expectations of a New Council

Employee within the organisation. This role is at level 2. Find out more about [Council Behaviours and Expectations](#).

## General information

See your responsibilities related to [Safeguarding](#).

Driving licence or able to travel independently across Kirklees, exceptions maybe made for disabled candidates.

DBS check at the appropriate level

This Job Profile is intended to provide an understanding and appreciation of the responsibilities of this particular job. It is not possible to specify every detail and we expect you to work flexibly within your skills, knowledge, experience, and grade of this job.

## For Office Use Only:

Job Category	Children's Service	Grading ID	62870
Job ID	80100013	Last Updated	May 2023
Job Focus	No	Career Progression	No

## Contractual Variants

DBS Category	Children	DBS Type	Enhanced + Barred
Health Check	No	Politically Restricted	No
24/7 working	No	Public Holidays	No
Night Working	No	Alternating Pattern	No
Standby	No	Other	No
Checked by HR	M Lunn		