

KIRKLEES COUNCIL

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SERVICE AREA: Children & Young People Service

SECTION: Schools / Specialist Provision

POST TITLE: Educational Teaching Assistant 6
(Specialist Provision)

GRADE: Grade 6

ABOUT THE POST

This post is sited in the Specialist Provision within Lowerhouses CE (VC) JI & EY School which provides support for children with hearing impairments; their families and designated local mainstream schools.

The Specialist Provision is part of a range of provision for children with hearing impairments in mainstream schools which includes provision within EYFS, KS1 and KS2 at Lowerhouses CE (VC) JI & EY School and provision within KS3 and KS4 Newsome High school. These specialist provisions form one of four strands of support for children with: Autistic Spectrum Disorders; Speech, Language and Communication Needs; Sensory Impairments and Physical Impairments.

This role is 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 targeted children and where appropriate ensure smooth transition to their designated local school.

The role includes assessing need, 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.

This role will involve a combination of support on a one to one and small group basis either in or out of the classroom or specialist provision base. It also involves working with staff from other schools in order to prepare them to fully meet the needs of the children in their local mainstream school. The post involves working in partnership with parents/carers and families in order to build confidence and trust.

Outcomes – Role Specific

- 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

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- Schools and other external agencies are supported as appropriate in assessment of children's needs, in developing effective support strategies, implementation of additional needs and other plans through modelling of good practice
- Children successfully transition to the designated local school within agreed timescales as a result of successful staff intervention
- 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

Outcomes - Generic

- 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's 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 from interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Head Teacher/Local Authority (LA). This may include shadowing, attending training courses, participating in coaching and discussion with colleagues
- Positive and quality working practices are in place with host schools
- There is effective liaison with external agencies
- The Specialist Provision and School policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder

Miscellaneous

You will be expected to carry out your duties in line with the School's policies, procedures, relevant legislation and requirements of the Specialist Provision Service Level Agreement. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through Council and school communications.

As part of your wider duties and responsibilities you are required to promote and actively support the school/local authority responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing

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something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

Please click [here](#) to read our safeguarding policy.

Alternatively go to:

<https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>

RESPONSIBLE TO: Teacher in charge of resourced provision /
Advanced Educational Teaching Assistant /
Headteacher

RESPONSIBLE FOR: None

COMPETENCIES

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have the experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

For the **generic competencies** you should show how you meet each competency area only, not each individual example.

For the **technical competency**, please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

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Achieving Results	
Definition: Delivering the service to agreed standards through the effective use of resources	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Is familiar and compliant with legislative requirements and council policies 	Application Form / Selection Process
<ul style="list-style-type: none"> Performs in a consistent and effective way reflecting on own performance 	
<ul style="list-style-type: none"> Learns from and corrects mistakes where necessary 	
<ul style="list-style-type: none"> Meets required individual, team and service objectives 	

Continuous Improvement and Change	
Definition: Considering ways of doing things better, and responding positively to change	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Adapts ways of working as agreed and to time, seeking support if necessary 	Application Form / Selection Process
<ul style="list-style-type: none"> Is positive about change and encourages others to adapt to change 	
<ul style="list-style-type: none"> Passes on to managers/team constructive suggestions and ideas on improving services for customers 	

Customer Focus	
Definition: Ensuring the customer receives the right service	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Treats all customers with respect by listening to them, takes action to keep them informed of progress, meets their needs and provides help and advice 	Application Form / Selection Process
<ul style="list-style-type: none"> Passes on customer feedback 	
<ul style="list-style-type: none"> Delivers service in a friendly, professional and responsive manner 	
<ul style="list-style-type: none"> Deal with customer complaint effectively and appropriately 	

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Communication	
Definition: Communicate effectively to encourage good working relationships internally and externally	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Is approachable, open and reduces barriers to effective communication 	Application Form / Selection Process
<ul style="list-style-type: none"> Communicates with people on day to day matters in a form that is appropriate to them and the situation 	
<ul style="list-style-type: none"> Presents a positive image of themselves and the service 	
<ul style="list-style-type: none"> Accurately reports, communicates and/or records work activities according to organisational procedures 	

Leadership	
Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Understands how their role relates to service objectives 	Application Form / Selection Process
<ul style="list-style-type: none"> Maintains a positive approach and takes responsibility at an appropriate level 	

Personal Effectiveness	
Definition: Managing your own workload effectively to achieve agreed levels of performance	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Understands requirements of their role and the contribution that they make 	Application Form / Selection Process

Team Working and Partnership	
Definition: Working co-operatively with others to achieve agreed objects	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Shares information with the team and others 	Application Form / Selection Process
<ul style="list-style-type: none"> Treats people with respect and fairness 	
<ul style="list-style-type: none"> Participates and contributes to team planning and discussions in a positive way 	
<ul style="list-style-type: none"> Recognises when others need help or when work needs to be done and offers support 	

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Technical Competencies	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> • Good general education with GCSE equivalent in maths and English 	Application Form / Selection Process
<ul style="list-style-type: none"> • Willingness to undertake further training and qualifications 	
<ul style="list-style-type: none"> • Knowledge of CAF and safeguarding procedures 	
<ul style="list-style-type: none"> • Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance 	
<ul style="list-style-type: none"> • <specific skills/experience in relevant strand e.g. PI – personal care, ASD – TEACCH> 	

Experience	
<ul style="list-style-type: none"> • Mainstream and/or special school support experience in the relevant key stage(s) 	Application Form / Selection Process
<ul style="list-style-type: none"> • Experience of working with children with complex needs 	
<ul style="list-style-type: none"> • Experience of working closely with families 	
<ul style="list-style-type: none"> • Experience in modelling effective classroom practice to other staff 	

JD Reference No	
JD Prepared / Amended	
Refers to Estab(s)	

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