

KIRKLEES COUNCIL

SECTION: SPECIAL SCHOOLS MODEL : ETA

**JOB TITLE: SENIOR EDUCATIONAL TEACHING ASSISTANT 8
(BEHAVIOUR/LEARNING)**

GRADE: 8

PURPOSE OF JOB

To work as part of a team including teachers and other support staff to support the learning and behaviour of pupils with additional needs to overcome barriers to learning, in order to achieve their full potential.

Provide practical support for learning, educational activities, developing social skills, integration and for securing pupils' physical and emotional well being.

KEY AREAS

1. Teaching Support
2. Pupil Care and Support
3. Curriculum Activities
4. Use of Supporting Equipment
5. General

DUTIES AND RESPONSIBILITY

1. **Teaching Support**
 - 1.1 To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school.
 - 1.2 To work under the guidance of the class teacher/line manager to plan and monitor pupils learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.
 - 1.3 Under the guidance of the teacher, supervise activities assist with the general management and control of pupils in school

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- 1.4 In conjunction with the teacher provide one to one support for targeted pupils or groups of pupils on a short term basis or in particular lessons where there are barriers to learning for the pupils.
- 1.5 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- 1.6 Assist in training new and temporary members of the team, particularly on behaviour/learning strategies followed by the teacher.
- 1.7 Under the guidance of the teacher work with individuals or groups of pupils in accessing school library and in the use of ICT and other relevant resources to support learning.
- 1.8 To undertake relevant training and monitoring programmes as required from time to time by the Head teacher or LA, to ensure needs are addressed and expertise is developed.

2. Pupil Care and Support

- 2.1 To provide programmes for individuals and small groups of pupils on social skills, anger management and emotional literacy. (*Behaviour only*)
- 2.1 Actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.
- 2.2 To manage challenging and extreme behaviour of individual pupils (*Behaviour only*)
- 2.2 To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.
- 2.3 To provide all aspects of personal care and support to pupil, ensuring this is carried out to a high standard, as per school guidance and direction. i.e. toileting, intimate care issues
- 2.4 Where required to assist with the general feeding and gastrostomy feeding of pupils.
- 2.5 Ensuring pupils retain individuality, personal dignity and encouraging independence and self esteem.
- 2.6 To contribute to plans, reviews and evaluations of pupils by writing reports on pupils' progress and personal care needs including attendance at meetings.

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- 2.5 As required to deal with pupils who require physical restraint and intervention, using such methods as TEAM-TEACH, under the direction of the Headteacher
- 2.6 As required by the school, to assist under the guidance of the school nurse and/or physiotherapist in medically related issues e.g. administer medication and physiotherapy treatment, Occupational therapy, speech and language programmes.
- 2.7 To develop one to one mentoring relationship with pupils requiring particular support to achieve goals defined in action plan. (*Learning only*)
- 2.7 To promote positive behaviours management by modelling and suggesting effective strategies with pupils in class and around school, including during break times. (*Behaviour only*)
- 2.8 To provide individual care, support or activities for pupils in danger of becoming disaffected or disengaged, in lessons, during break times and in educational visits.

3. Curriculum Support

- 3.1 To understand the range of activities course, opportunities and individuals that could be used to provide extra support for student.
- 3.2 To liaise closely with teacher and other support staff to ensure they understand and support the strategies being used.
- 3.3 To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.
- 3.4 To contribute in the presentation of pupils' work and maintenance of display areas.
- 3.5 In conjunction with other support staff to identify and provide programmes on behaviour management /learning for parents and carers.
- 3.6 To assist with the preparation and tidying of the classroom and upkeep of resources, where necessary.
- 3.7 Develop effective working relationship with wide range of external agencies, as appropriate to support the progress of individual pupils.
- 3.8 To maintain regular contact with parents/carers of pupils in need of extra support to keep informed of their child's needs and progress and to secure positive family support and involvement.

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- 3.9 To work closely with local community and business mentors to coordinate and support the work of voluntary mentors to meet pupils' emotional and physical needs in a focused and integrated way. (*Learning only*)
- 3.10 To attend and contribute to duty related meetings as required.
- 3.11 To assist in the planning and implementation of structured and agreed learning activities/teaching programmes.

4. **Use of Supporting Equipment**

- 4.1 To ensure the correct and safe use of equipment. i.e. lifts, hoists, mobility equipment and medical aids.
- 4.2 To provide assistance and advice to staff on the correct use of equipment.
- 4.3 To assist with the carrying out of basic routine safety checks of equipment and report any fault to the Head teacher/ line manager.

5. **General**

- 5.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/Local Authority's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

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

Alternatively go to:

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

- 5.2 Carry out your duties with due regard to current and future School's/Local Authority's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

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RESPONSIBLE TO: **Head Teacher/Class Teacher (school to indicate)**

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RESPONSIBLE FOR: None

JD Reference No	SS/ETASpec08/BL
JD Prepared / Amended	DEC 2009
Refers to Estab(s)	

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Kirklees Council

EMPLOYEE SPECIFICATION

DIRECTORATE: Children & Young People

SECTION: Special Schools Model

JOB TITLE: Senior Educational Teaching Assistant 8 (Behaviour)

GRADE: 8

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Previous experience of working directly with children preferably within a school environment.	Application Form/ Selection Process	A
		1.2	Experience of developing effective strategies to promote positive behaviour.	Application Form/ Selection Process	A
		1.3	Experience of modelling good behaviour management techniques.	Application Form/ Selection Process	A
		1.4	Experience of managing challenging and extreme behaviour of pupils.	Application Form/ Selection Process	B
		1.5	Experience of working with children with Special Educational Needs, complex health needs and behaviour difficulties.	Application Form/ Selection Process	A
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and Literacy skills to a level necessary to write basic reports and perform simple calculations.	Application Forms/ Selection process	A
		2.2	GCSE Grade 4 or equivalent in maths and English.	Application Forms/ Selection process/ Certificates	B
		2.3	Training in relevant strategies.	Application Form/ Selection Process	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.	Selection Process	

		3.2	Basic Health and Safety Awareness.	Selection Process	
		3.3	Understanding of child development and learning.	Selection Process	
4.	SKILLS AND ABILITIES	4.1	Ability to relate to children/young people from diverse social backgrounds.	Application Form/ Selection Process	A
		4.2	Written communication skills at a standard to produce basic reports and update records.	Application Form/ Selection Process	A
		4.3	Ability to work with children/young people exhibiting behavioural difficulties.	Application Form/ Selection Process	B
		4.4	Ability to work on own initiative and as part of a team.	Selection Process	
		4.5	Ability to effectively communicate verbally with children/young people and staff in school.	Selection Process	
5.	ANY ADDITIONAL FACTORS	5.1	Commitment to ongoing training and development.	Selection Process	
		5.2	Ability to adapt and be flexible to the needs of the school.	Selection Process	
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. 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 or employee specification, 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.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ES Reference No	SS/CS08/BEH
ES Prepared/Amended	JAN 2015
Refers to Estab(s)	