



## Job Description

**Job Title:** Special Needs Teaching Assistant  
**Work Location:** Park Aspire (Key Stages 1-3)  
**Reports To:** Headteacher / Behaviour Manager  
**Grade:** **SCP 7-11 (34 hours per week)**  
**SCP 12-17**

### **BACKGROUND/INTRODUCTION**

Park Aspire is a pupil referral unit for pupils who have been permanently excluded from their mainstream school or at risk of exclusion. Pupils have social, emotional and behavioural support needs. Some have additional learning difficulties compounded by other complex issues such as mental health problems which combined create barriers to learning.

A Special Needs Teaching Assistant needs to understand complex emotional, social and behavioural needs of primary aged and key stage 3 pupils and should be sympathetic and sensitive to the very difficulties our pupils face in their personal lives and help them overcome those barriers to succeed.

What this means is that every day is different, every day brings along a new challenge.

A Special Needs Teaching Assistant needs to be able to cope with highly complex problems, particularly in child protection and challenging behaviours. Some of our pupils are involved in high risk-taking activities. They may lead chaotic lifestyles or suffer from neglect, forms of abuse and be witness to domestic violence and family upheaval.

Park Aspire is a school which treats safeguarding and child protection as a high priority. We are committed to children and are determined to provide them with a **safe, secure** and **successful** education experience.

Park Aspire hopes to offer you a highly supportive workplace, one that is visionary, inspirational and accepts nothing but the best for our children. You will be supported to further yourself, you will be able to access related training and be encouraged to develop your skills through performance management.

## PURPOSE OF THE JOB

- To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables children to access their learning.
- To support the class teacher and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements
- Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description
- To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.
- To provide effective behaviour management to pupils within the school
- To ensure detailed records are kept on learner progress and report to the Behaviour Manager/teacher/leadership team/CPOMS.
- To support Team Teach and Physical Intervention within the school, if and when necessary, and ensure all elements of the Team Teach Framework adheres strictly to its regulatory framework. This includes monitoring and reporting of all incidents within the school in the agreed format.

## EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately

- Will have the ability to cope both physically and emotionally with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties
- Will use specialist learning skills/training/experience to support pupils
- Make decisions using initiative where appropriate within established working practices
- Will contribute fully to the overall ethos/work/aims of the school
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community
- Will appreciate and support the role of other professionals in a positive way
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns immediately to the designated officers in line with school policy and procedure

#### **RESPONSIBILITIES:**

- Assist in the management of pupils in the learning environment
- Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support
- Will transfer work and resources back to the teacher and feed back any issues
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging
- Will assess and accurately record pupil achievement/progress
- Support the teacher in establishing, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings
- Will supervise and support pupils consistently at all times; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials including the safety and well being of the pupils and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility

- May be required to supervise whole classes in the short term absence of the teacher in accordance with short term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task. This will usually be undertaken by cover supervisors or HTLAs.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher
  - Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils
  - In liaison with the class teacher, will establish constructive relationships and communicate with parents/carers, other agencies and professionals to support achievement and progress of pupils
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher
  - Will be responsible to maintain manual and computerised records and contributing to the reviews of systems/records as required including daily CPOM updates
- Will provide clerical/administrative support as directed by the teacher
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, early years as directed by the teacher
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use
- Will participate in own performance development, identify and address any training needs/other learning activities
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes and breaks, accompanying teaching staff and pupils on visits, trips and out of school activities

- Will take delegated responsibility in the supervision of other Special Needs Teaching Assistants, students on work experience, trainees and voluntary helpers

## **LEADERSHIP AND MANAGEMENT**

To be responsible to the teachers, Leadership Team and Management Committee of the school through the schools leadership and management structure

Assess and report on individual pupil progress

To be supported by the schools Appraisal Processes and access to Continued Professional Development

To contribute to the quality assurance process by taking part in peer observations

Contribute to the whole school action plans including the school SEF and SIP recommendations

## **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc
- This post may include physical intervention, a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your own ability to carry out the lifting tasks required of you
- Report all concerns to an appropriate person

## **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Named Persons
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices

- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK

## PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> <li>• Experience of working in a team situation (E)</li> <li>• Experience of working with pupils who have special needs (E)</li> <li>• Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities (E)</li> </ul>
QUALIFICATIONS / TRAINING:	<ul style="list-style-type: none"> <li>• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1 (E)</li> <li>• Level 3 NVQ for Teaching Assistants or equivalent qualification or experience (D)</li> <li>• Other relevant qualifications relating to the post e.g. Level 3 NVQ in Health/Childcare, first aid qualification (D)</li> <li>• Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. Team Teach, Moving &amp; Handling, Special Educational Needs and/or particular learning area such as sign language and bi-lingual (E)</li> </ul>
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> <li>• Will possess a full working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation (D)</li> <li>• Will have an outline understanding of relevant legislation (D)</li> <li>• Will have knowledge of the policies covering their service area (D)</li> <li>• Knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate (D)</li> <li>• Working knowledge of relevant learning programmes/strategies (D)</li> <li>• Good organisational and problem solving skills with the ability to work proactively and independently (E)</li> <li>• Good communication skills (E)</li> <li>• Excellent numeracy/literacy skills (E)</li> <li>• Good ICT skills (E)</li> <li>• Ability to use relevant equipment/resources (E)</li> <li>• Ability to self-evaluate learning needs and actively seek new learning opportunities (D)</li> <li>• Ability to understand classroom roles and responsibilities (E)</li> <li>• An understanding of the needs of a multicultural society (E)</li> <li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs (E)</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of Behaviour Management (E)</li> <li>• Commitment to schools Equality policy (E)</li> <li>• Knowledge of Health and Safety requirements (D)</li> <li>• Ability to relate well to pupils and adults (E)</li> <li>• Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience (E)</li> <li>• Ability to remain calm under pressure; prioritising conflicting demands (E)</li> <li>• Demonstrate a commitment to working with children of the relevant age (E)</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills (E)</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents or carers (E)</li> <li>• Ability to perform all duties and tasks with reasonable adjustments where necessary (E)</li> <li>• Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties (E)</li> </ul>
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**OFFICE USE ONLY:**

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