

ETA for Specialist Provision Role Profile

Role Title	Outreach Education Teaching Assistant	Reporting to	Teacher in Charge of Specialist Provision
Section	Specialist Provision, Royds Hall: a SHAREMAT Academy		
Contract type	Permanent	Grade / Salary	Band E

Part A – JOB DESCRIPTION

Overall purpose of role	To work under the guidance of the teacher in charge to implement and oversee agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
Safeguarding Requirements	This post requires the post holder to work with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Key Outputs
<ol style="list-style-type: none"> 1. This post is based in the Specialist Provision (SP) within Royds Hall, which provides support for children with complex communication and interaction needs, their families and designated local mainstream schools. This Specialist Provision is part of a range of provisions for children with complex communication and interaction difficulties including those with autistic spectrum conditions. 2. The postholder 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 all targeted children and where appropriate ensure smooth transition of children to their designated local school. 3. Within this role you will be required to carry out outreach support to other schools in Kirklees, under the direction of the teacher in charge. You will support SENCOs and students with complex communication and interaction needs. 4. As an Educational Teaching Assistant in the Specialist Provision Department, you will be required to provide skilled delivery and support which increases student independence under the direction of the teacher in charge and classroom teachers. 5. This role includes 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. 6. The role will involve delivering support for children with complex needs on a one to one and small group basis either in or out of the classroom or in the specialist provision base. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. 7. Under the guidance of the Teacher in charge of SP provide one to one support to students or working with groups of students on pre-planned activities, to reinforce the teachers approach and to support the learning to maximise student progress and achievements. 8. To work alongside pastoral teams to provide support to achieve positive outcomes and meet

the needs of children, their families and school.

9. To support schools and other external agencies, as appropriate, in the assessment of children's needs, in developing effective support strategies, and in the implementation of additional needs and other plans.
10. To implement appropriate communication and access arrangements and to enable access to learning.
11. To implement relevant and appropriate Autistic Spectrum Condition support processes under the direction of the teacher, advanced or senior Educational Teaching Assistant.
12. To use the latest materials, resources and approaches, under the direction of the teacher, advanced or senior Educational Teaching Assistant, in order to best meet the needs of children with Autistic Spectrum Condition.
13. To assist with the preparation and tidying of the classroom and upkeep of resources.
14. To participate in and assist in the supervision of educational visits in conjunction with the teacher/line manager.
15. To build strong working relationships with teachers and other departments.
16. Actively encourage the inclusion of all students to participate in the life and activities of the school and access the national curriculum to the best of their ability.
17. Liaise with curriculum departments, pastoral and Specialist Provision Team staff to help the teacher ensure the needs of all students are met fully.
18. Ensure key staff are informed of progress and developments through regular feedback and updates.
19. Maintain regular, positive contact with staff, students and parents involved in Specialist Provision.
20. Proactive liaison with Specialist Provision colleagues and teachers to help the students make strong progress overtime.
21. Complete reports in relation to student progress and assist in the preparation of Pupil Profiles, Support Plan, IEP's, and EHC Plans as required.
22. Contribute towards relevant referrals to outside agencies to access support for students.
23. Seek feedback about own performance and the quality of support offered.
24. To provide cover for break and lunchtime as directed by the teacher in charge or senior members of staff, ensuring the post holder actively upholds and promotes the philosophies of the school.
25. Undertake professional development to ensure own knowledge is up to date and to develop professionally.
26. As part of your wider duties and responsibilities you are required to promote and actively support the school'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.

27. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through College communications.

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Specialist Provision at Royds Hall has places for 20 students. We currently have 13.
- Range of Teachers and Support Staff approximately 150 across the whole school.
- Range of Students in the whole school is approximately 850. Number of SEND students varies with each new intake.

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: External staff, Other Schools, Parents and families.

Expertise in Role Required (At selection - Level 1)
Essential or Desirable

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| • Mainstream and/or special school support experience in relevant key stage(s). | Essential |
| • Experience of working with children with complex needs, in particular Autistic Spectrum Condition | Desirable |
| • Experience of working closely with families. | Desirable |
| • Experience in developing effective classroom practice with other staff. | Desirable |
| • Educated to GCSE level 'C' or equivalent including English and Maths, or be able to demonstrate equivalent experience to that level. | Essential |
| • Willingness to undertake further training and qualifications. | Essential |
| • Knowledge of safeguarding procedures. | Desirable |
| • Knowledge of special educational needs, inclusion and equality procedures, legislation and relevant guidance. | Desirable |
| • Working knowledge or understanding of relevant policies and codes of practice (including EHCPS, IEPs, Pupil Passports etc) | Desirable |
| • Specific skills/experience in a relevant strand e.g. TEACCH. | Essential |
| • Sharing best practice with other members of the SP team and wider school staff. | Essential |
| • Excellent communication skills. | Essential |
| • Ability to maintain accurate records and liaise with a range of staff grades. | Essential |
| • Communicate effectively with a range of staff grades to encourage good working relationships internally and externally. | Essential |
| • Managing your own work load effectively to achieve agreed levels of performance. | Essential |
| • Ability to monitor and evaluate impact of interventions and strategies. | Essential |
| • Ability to prepare differentiated materials and teaching aids suitable for learning activities. | Essential |
| • Excellent behaviour management skills. | Essential |

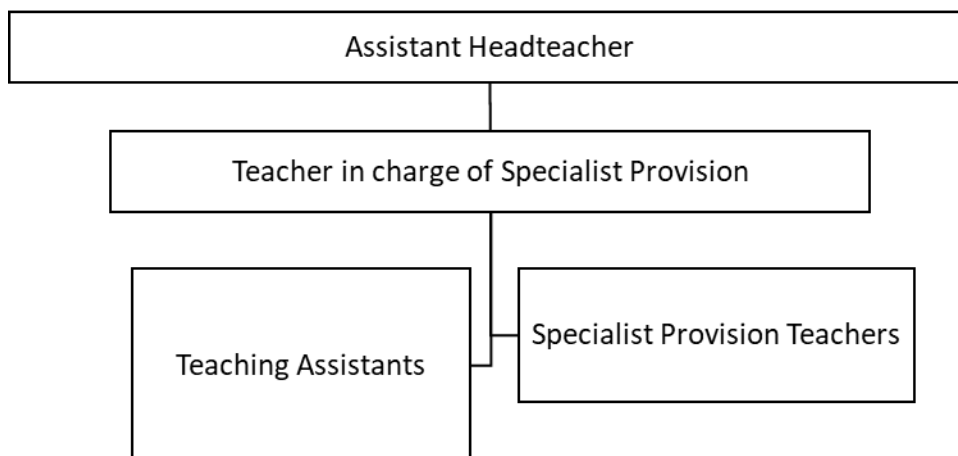
Other (Physical, mobility, local conditions)

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| • Full clean driving licence and business insurance to travel between work bases, transport students, parents, clients and equipment. | Essential |
| • Commitment to ongoing personal training and development. | Essential |
| • Ability to adapt and be flexible to the needs of the school. | Essential |
| • Willing to undertake training and development as required. | Essential |

Expertise in Role - After initial development - Level 2

- Specialist skills/training in curriculum or learning area.
- Specialist skills/training in Complex Communication and Interaction

Structure



Signatures

Approved by : CEO _____

Approved by : Post Holder/or Representative _____