

KIRKLEES COUNCIL

J O B D E S C R I P T I O N

SERVICE AREA: Children & Young People Service

SECTION: Schools / Specialist Provision

POST TITLE: Educational Teaching Assistant
(Specialist Provision)

GRADE: Grade 6

ABOUT THE POST

This post is sited in the Specialist Provision within Newsome High School which provides support for children with complex physical impairment, their families and designated local mainstream schools.

The Specialist Provision is part of a range of provision for children with physical impairment in mainstream schools which includes primary provision at Netherhall Learning Campus and KS3 and KS4 at Newsome High School. These specialist provisions form one of three strands of support for children with: Complex Communication and Interaction 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 refer to the Employment page, working for the Council on the Kirklees website under the following link:

https://www.kirklees.gov.uk/employment/employment_home.asp

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

RESPONSIBLE FOR: None

COMPETENCIES

In order to be short listed 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 | |
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| 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 equivalent to GCSE Grade C or above 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"> • The ability to support learning with confident and competent use of information technology is highly desired | |

| 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 | |

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

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| EMPLOYEE SPECIFICATION |
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DIRECTORATE: Children & Young People**SECTION:** All Schools Model**JOB TITLE:** Educational Teaching Assistant**GRADE:** 6

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|----|---|-----|--|-------------------------------------|------|
| 1. | RELEVANT EXPERIENCE | 1.1 | Experience of working with children/young people in a school environment. | Application Form/ Selection Process | A |
| | | 1.2 | Experience of assisting Class Teacher in delivering the curriculum. | Application Form/ Selection Process | B |
| 2. | EDUCATION AND TRAINING ATTAINMENTS | 2.1 | Numeracy and Literacy skills to a level to assist pupils with their work. | Application Form/ Selection Process | A |
| | | 2.2 | Level 2 Adult Numeracy and Level 2 Adult Literacy. | Application Form/Certificates | B |
| | | 2.3 | NVQ 3 for Teaching Assistants or equivalent qualifications (eg. Level 3 Diploma in Supporting Teaching and Learning in Schools) or experience. | Application Form/ Certificates | B |
| | | 2.4 | Training in the relevant learning strategies e.g. Literacy. | Application Form/ Selection Process | B |
| 3. | GENERAL AND SPECIAL KNOWLEDGE | 3.1 | Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies. | Selection Process | A |
| | | 3.2 | Understanding of Child Development and Learning. | Selection Process | |
| | | 3.3 | Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job. | Selection Process | |
| | | 3.4 | Knowledge of the national curriculum applicable to the school. | Application Form/ Selection Process | |

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|----|------------------------|-----|--|--|------|
| 4. | SKILLS AND ABILITIES | 4.1 | Effective use of ICT to support learning. | Application Form/ Selection Process | A |
| | | 4.2 | Ability to assist the Teacher in planning class activities. | Selection Process | |
| | | 4.3 | Ability to communicate effectively with pupils and staff members. | Application Form/ Selection Process | A |
| | | 4.4 | Ability to relate to children/young people from diverse/social backgrounds. | Selection Process | |
| | | 4.5 | Ability to work as a team member. | Application Form/ Selection Process | A |
| | | 4.6 | Ability to work with children exhibiting behavioural difficulties. | Application Form/ Selection Process | A |
| 5. | ANY ADDITIONAL FACTORS | 5.1 | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | Selection Process | |
| | | 5.2 | Commitment to ongoing personal training and development. | 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.

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| ES Reference No | CS06 |
| ES Prepared/Amended | JAN 2015 |
| Refers to Estab(s) | |