

# Chellow Heights School



## Job Description - Special Needs Teaching Assistant - (Level 1/Band 4)

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.

The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **Prime objectives of the post:**

To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area or across the age range and ability range of learners in the school.

### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

### **SUPERVISION AND GUIDANCE:**

To work under the direction/instruction of senior staff.

### **RANGE OF DECISION MAKING:**

To make decisions using initiative within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils

- the safety, mobility and hygiene and well being of the pupils.



#### RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/ hygiene /designated area of the school.

#### CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

#### RANGE OF DUTIES:

##### SUPPORT FOR PUPILS

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- 1.1 Supervise and provide particular support for pupils with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher/person in charge.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/person in charge.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)

##### 2. SUPPORT FOR THE TEACHER

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.

- 2.2 Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Maintain manual and computerised records as requested.
- 2.5 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 2.6 Ensure the health and safety of pupils at all times
- 2.7 Establish constructive relationships with parents/carers.
- 2.8 Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc
- 2.9 Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.10 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.11 Assist with the planning of learning activities.
- 2.12 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
3. SUPPORT FOR THE CURRICULUM
- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1/2, early years recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist pupils in their use.
- 3.5 Demonstrate and assist others in safe and effective use of specialist equipment/materials
4. SUPPORT FOR THE SCHOOL
- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff/person in charge and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher/person in charge.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- 4.10 May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- 4.11 May be required to work with pupils of any age within the age-range of the school.
- 4.12 May be required to work with pupils with the full range of SEN within the school

#### FLUENCY DUTY

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

#### Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

#### Special Conditions of Service:

All employees must complete Team Teach and Moving and Handling Training. This requires them to be physically able to complete the training.