

**JOB DESCRIPTION**

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| **TITLE:** | Teaching Assistant – Level 2 **Behavioural Interventions**  |
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| **POST NO:** | TA2 |
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| **DEPARTMENT:** | East or West site |
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| **SCHOOL:** | Richmond Hill School |
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| **RESPONSIBLE TO:** | Behavioural Lead/Assistant Head |
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| **GRADE:**  | L3 |

This post will involve being part time in class and part time supporting individual pupils on individualised timetables.

**PURPOSE OF POST:** To support class teachers and the middle leadership in all aspects of teaching and enhance learning opportunities for pupils, bringing to bear knowledge and practical experience gained through working with pupils. To provide support for pupils with physical and sensory needs. To ensure that pupils with behavioural needs, are supported in school and on the playground so that they can play a full and active role and achieve their potential. To ensure that all pupils have access to suitable opportunities and high quality teaching and learning, suitable to their needs, to support fine and gross motor development. To ensure pupils have access to tailored education via personalised timetables.

**ORGANISATION CHART:** Headteacher

 Small School Head

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 Behavioural Lead

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 **Teaching Assistant**

**PRINCIPAL RESPONSIBILITIES:**

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| 1 | Under the direction of the behavioural lead teacher and pathway leader, following agreed lesson plans, support the teaching and learning of individual or groups of pupils on the playground, using support strategies appropriate to the needs of pupils. Prepare, maintain and deploy appropriate learning aids, materials, games and equipment. |  |
| 2 | Contribute significantly to the planning of teaching and learning for the whole class and/or individual pupils including swimming, play times, school visits etc. Contribute to the planning of lessons and work programmes for outside play, the devising of activities and target setting. Be trained in and implement Rebound Therapy sessions.  |  |
| 3 | Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets and Individual Educational Plans. |  |
| 4 | Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. |  |
| 5 | Contribute to the care, health and welfare of pupils in accordance with the school’s health and safety and related policies.  |  |
| 6 | To support, lead and implement physical and sensory strategies under the direction of the physical and sensory lead teacher and speech and language therapist.  |  |
| 7 | To create and maintain resources to support the implementation of sensory strategies for pupils across the West site, both individualised resources and whole site resources.  |  |

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| 8 | Contribute to the order and cleanliness of the classroom environment. This may involve tidying the class, cleaning up spills, etc. and the personal care, hygiene routines and pastoral care of pupils. |  |
| 9 | Develop and maintain professional knowledge and understanding including contributing and participating in Inset. |  |

**DIMENSIONS:**

**Supervisory Management:** None

**Financial Resources:** None

**Physical Resources:** None

**Other:**

Physical Effort:

The job is likely to involve some lifting equipment on a regular basis. It will also involve putting out and away equipment. Training will be provided.

The role will also involve the need for innovative and creative de-escalation strategies and knowledge from Team Teach pedagogy and the Zones of Regulation curriculum. When necessary there may be the need to use positive handing and physical restraint.

Working Environment:

There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual’s responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**DBS**

**Because of the nature of this job, it will be necessary for the appropriate level of disclosure and barring service check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.** **Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from direct.gov.uk**

**This post is classified as ‘regulated activity’ in accordance with the Safeguarding Vulnerable Groups Act 2006.**

*‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*‘CVs will not be accepted for any posts based in schools’.*

**Person Specification**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

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| **Please make sure, when completing your application form, you give clear examples** **of how you meet the essential and desirable criteria.** |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Some experience of working unsupervised as part of a team. Demonstrable experience of working with children with physical and sensory needs. Some experience of planning, monitoring and assessment of pupils’ work.Some experience of working in an educational setting.Some experience of working with children with challenging behaviour.  |  | Experience of working in a school environment or equivalentSome experience of working with people with a range of special needs.Have completed 12 hour Team Teach Training.  | Letter of applicationInterview  |
| **Skills/Abilities** | Able to communicate effectively with young children- able to empathise, counsel and comfort.Able to obtain, receive, read and complete written records and forms appropriately, including manual and electronic monitoring systems. Able to use own initiative whenreporting concerns and acting on them.Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc..  |  | Basic information technology skills, e.g. word-processing, databases, spreadsheets.Able to demonstrate knowledge and understanding of sensory needs and how we can support pupils in this area.Able to demonstrate implementation of sensory activities to support pupil’s sensory processing.  | Letter of applicationInterview  |
| **Competencies** | Able to demonstrate:Appropriate motivation to work with young peopleAbility to form appropriate relationships with young peopleEmotional resilience in working with challenging behaviours Appropriate attitudes to use of authority and maintaining discipline.  |  | Be able to drive the mini bus  | Letter of applicationInterview  |
| **Equality Issues** | Demonstrable understanding of Equality issues and able to implement them in all aspects of working practice |  |  |  |
| **Specialist Knowledge** | Knowledge of curriculum requirements.Knowledge of sensory difficulties and suggested strategies to support pupils.  |  | Some knowledge of how pupils learn.  | Letter of applicationInterview  |
| **Education and Training** | NVQ Level 2, or equivalent, or working towards this.To have a willingness to attend relevant courses and a commitment to personal development. In particular 12hr Team Teach course.  |  |  | Letter of applicationInterview  |
| **Other Requirements** | Able to undertake manual and handling tasks.Where applicable, be able to undertake a satisfactory Childcare Disqualification Form, as per the Childcare (Disqualification) Regulations 2009. |  |  |  |

**( 1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

*The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau*