

Exeter House School

Job description: Senior Special Teaching Assistant

Pay scale	Grade G
Job Title :	Senior Special Teaching Assistant
Main Job Purpose :	<p>To act as the lead TA within a class in the support and inclusion of children with a wide range of special educational needs and difficulties so that they can access appropriate and challenging learning. These needs will range from pupils with severe, profound and multiple learning difficulties some of whom may also have who have significant physical, sensory or behavioural challenges. The ages of the pupils involved will be within the nursery to post-16 range.</p> <p>To develop a specialist area to support whole school development which could include general issues surrounding or specialisms within: Cognition & Learning, Communication and Interaction (including speech and language) Behaviour, Autism, Sensory and Physical Need (including HI, VI, PI or SI) to increase understanding, awareness and development at the school of these areas including training and offering support to others.</p> <p>To support the development, induction and training of other TAs.</p>

Main Duties	
1.	<p>Supporting and leading pupil learning, either in groups, through 1:1 work or when required whole class. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> - Be the lead TA in the class – leading and organising the class in the absence of the teacher. - Supporting the development of skills in literacy, numeracy, communication and social and behavioural needs. - Differentiating work for individual pupils to suit their ability. - Using knowledge of pupils learning support needs to suggest appropriate adjustments to teacher lesson plans and to adapt plans when needed. - Clarifying, explaining instructions and providing specific input to groups and individuals. - Ensuring pupils are able to use equipment and materials provided. - Motivating and supporting pupils. - Helping pupils to concentrate on and finish work set, adapting as required.

Main Duties	
	<ul style="list-style-type: none"> - Meeting physical needs as required while promoting independence. - Liaising with class teacher and Specialist leaders about individual pupil plans or specific needs. - Developing appropriate resources to support pupils. - Listening to pupils' problems, observing and identifying needs and taking appropriate action or seeking advice to resolve the issue.
2.	<p>Supporting pupils self-esteem, inclusion and behavioural development, e.g.</p> <ul style="list-style-type: none"> - Encouraging an acceptance and inclusion of the pupil with special needs. - Developing methods of promoting/reinforcing the pupil's self-esteem and independence. - Providing individual or small group and on occasion whole class supervision in and out of the classroom for pupils with specific SEN needs including behaviour, communication, sensory and physical need. - Establishing a supportive relationship with pupils. - Reinforcing the school ethos, e.g. approach to behaviour and development of communication in all areas of the school. - Supervising pupils on outings, school activities.
3.	<p>Provide physical/personal care to pupils, e.g.</p> <ul style="list-style-type: none"> - Varying levels of support with dressing, washing, eating, toileting, changing of incontinent pads and cleaning wet and/or soiled floor, furniture, and clothing. - Fitting and adjusting therapy aids and supports; using mobility aids, standing frames; undertaking physiotherapy exercises and OT programmes (e.g. stretching, balancing, walking) and speech therapy programmes following instruction and advice from a qualified therapist. - Administering medication on instruction from the class teacher and supporting children who may be ill or those who have medical conditions such as epilepsy. Some children may have complex medical needs.
4.	<p>Supporting the Teacher/s, e.g.</p> <ul style="list-style-type: none"> - Be the lead TA in the class – leading and organising the class in the absence of the teacher. - Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support. - Contribute to the development of Individual pupil plans and reviews of pupil progress. - In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record. - Providing regular feedback about pupils to the Teacher/s. - Encouraging the social and emotional development of pupils by intervening in situations which call for adult supervision.

Main Duties

5.	Supporting the curriculum <ul style="list-style-type: none">- Be the lead TA in the class – leading and organising the class in the absence of the teacher.- Support the delivery of the school curriculum and undertake assessments as required.- Support other TAs in their capacity and understanding about how to deliver the curriculum to the pupils.- Develop an agreed specialism/ area of knowledge and understanding (through additional training, meetings and reading) in order to support the development of this area in school through modelling, direct support or contributing to training.
6.	Supporting the school, e.g. <ul style="list-style-type: none">- Help the induction and development of new TAs to the class or school as a whole.- Where appropriate, foster and develop links between a pupil's home and school.- Assist with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.- Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling.- Administering minor First Aid under the guidance of a qualified person.- Ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment.- Maintain a supply of pupils' own clothing as well as a school supply of emergency clothing, operating washing machines.- Retrieve, set up and store pupils' individual equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies.- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils.- Ensure that shared areas and resources are maintained appropriately.

Supervision and Management

Undertake mentoring/ coaching for specific identified staff and assist in work familiarization and induction of peers, other TAs and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem, e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.

As a senior TA there is the expectation that the role holder will be proactive in identifying and responding to pupil needs, provide advice and guidance in area of specialism and work closely in conjunction with teachers to identify strategies and improve outcomes for pupils.

Key Contacts And Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.

Decision Making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may be the need to deal with body fluids when giving personal care to pupils.

Knowledge and Skills

The jobholder needs the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs specialist knowledge of special educational/physical/behavioural/emotional needs and ways of meeting these, and good skills in dealing with pupils.

There is an expectation that the job holder will actively seek to continue their professional development and learning.