



St Giles School

Teaching Assistants (Special School) – Level 1

Role Profile and Person Specification

October 2024

ST GILES SCHOOL

Job Description

Job Title:	Teaching Assistants – Special School (Level 1)
School /Academy:	St Giles School
Grade Range:	Grade 3 - SCP 5 – 6. FTE £27,030 to £27,438
Hours per week:	8.45am to 3.30pm – (with 45 minutes for lunch) 30 hours per week 46.2 weeks per annum
Work Pattern:	Term Time Only. Temporary – due to fluctuations in student numbers (reviewed annually)
Location:	St Giles School, Pampisford Road, South Croydon, CR2 6DF
Reports to:	Class Teacher
Responsible for:	Identified pupils in the school setting
Role Purpose and Role Dimensions:	<p>To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.</p> <p>Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.</p>
Commitment to Diversity:	As a member of the School Team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">▪ Parents / carers
Key Internal Contacts:	<ul style="list-style-type: none">▪ More experienced teaching assistants – Level 2/3/4▪ Class teacher▪ Senior Leadership Team▪ Leadership & Management Team▪ Head Teacher or Deputy Head Teacher
Financial Dimensions:	
Key Areas for Decision Making:	<ul style="list-style-type: none">▪ When to share/report concerns regarding pupil's physical or emotional need.

Other Considerations:

Whilst there are some EHCP pupils in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

Key Accountabilities and Result Areas:

Support for Pupils

Key Elements:

This will involve:

Core Duties

- Supervising and supporting pupils, ensuring their safety and access to learning.
- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Encouraging pupils to interact with others and engaging in activities led by the teacher.

Additional Duties (Special Schools)

- Participating in students' behaviour programmes including risk assessment process.
- Being aware of students' Education Health Care Plan (IEHCP) and next steps.
- Being aware of pupil problems/progress/achievements and reporting to the teacher as agreed.
- Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate.
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Depending on the specialism(s) of the school, the following will also apply: -

- Dealing with unexpected situations which are not clear-cut, involving assessment, care and evaluation in the care and management of an individual pupil.
- Attending to the pupils' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. (This may involve use of specialist equipment such as standing frames, hoists. etc.).
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to act independently as appropriate.
- Being responsible for all aspects of feeding, toileting, changing & student hygiene, (including gastrostomy & suction) and administering medication including nebulising.
- Following school procedures (including those for manual handling, positive handling, eating and drinking)

Support for the Teacher

Additional Duties

- Being responsible for maintaining knowledge of students' behaviour programmes.
- Preparing classroom as directed for lessons and clearing afterwards and assisting with the display of pupils work.
- Undertaking pupil record keeping as requested
- Gathering/reporting information from/to parents/carers as directed.
- Providing clerical/administrative support, e.g. photocopying, typing, filing, collecting money etc.

Key Accountabilities and Result Areas:

Support for the Curriculum

Key Elements:

This will involve:

Core Duties

- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
- Supporting pupils in using basic ICT as directed.

Additional Duties

- Making themselves familiar with the lesson objectives.
- Supporting pupils to understand instructions.
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use.
- Having an awareness of the effect that pupils' medical conditions can have on learning.

Support for the School

This will involve:

Core Duties

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.

Additional Duties

- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant multi-disciplinary staff meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.

Green Statement

This will involve:

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

This will involve:

- Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements.
- Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**.

Key Accountabilities and Result Areas:

Key Elements:

Confidentiality

This will involve:

- Treating all information acquired through employment, both formally and informally, in confidence.

There are strict rules and protocols defining employee access to and use of the School/Academy's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities and Diversity

The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams

Safeguarding

This will involve:

- Displays commitment to the protection and safeguarding of children and young people.
- Values and respects the views and needs of children and young people.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Customer Care

This will involve:

- Ability to demonstrate a commitment to the School/Academy's Personal Care Policy.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School/Academy
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

Person specification

CRITERIA	QUALITIES
Essential experience	<ul style="list-style-type: none"> ➤ Successful teaching assistant experience in early years primary, secondary, SEND and non-SEND settings. ➤ Evidence of professional experiences relevant to this role. ➤ Working with or caring for children of relevant age.
Essential skills and abilities:	<ul style="list-style-type: none"> ➤ Good numeracy/literacy skills. ➤ Appropriate knowledge of first aid. ➤ Excellent communication skills and interpersonal skills together with the ability to communicate fluently in English to fulfil the requirements of the post. ➤ Ability to relate well to children and adults. ➤ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. ➤ Displays commitment to the protection and safeguarding of children and young people. ➤ Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children ➤ Participate in development and training opportunities. ➤ Excellent classroom practice, constantly showing a positive and resilient approach to pupils and staff ➤ A good understanding of how children learn ➤ Ability to adapt to meet pupils' needs ➤ Knowledge of effective behaviour management strategies ➤ Good IT skills, including previous use of safeguarding monitoring software, information management systems, etc.
Personal qualities	<ul style="list-style-type: none"> ➤ High expectations for all pupils and belief in bringing out the best in all ➤ Commitment to upholding and promoting the ethos and values of the school ➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to equality ➤ Commitment to diversity
Special conditions	<ul style="list-style-type: none"> ➤ Enhanced DBS check ➤ May be exposed to pupils with traumatic, degenerative, terminal conditions or who have difficult and demanding behavioural problems. This will mean that the postholder may need to cope with above average levels of emotional stress. Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols. ➤ Close contact with pupils may result in some exposure to bodily fluids. ➤ Advised to obtain Hepatitis B vaccination.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: October 2024

Next review date: October 2025

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
