

# **CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL**

## **CHELLOW HEIGHTS School**

### **Job Description**

#### **Post Title: Special Needs Teaching Assistant, Band 5, SCP 4-6, Level 2**

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:

- 1 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.
- 2 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.
- 3 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.
- 4 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.

#### **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 instruction/guidance of teaching/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/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:**

### **1. SUPPORT FOR PUPILS**

- 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, KS3, 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; being vigilant for signs that children may be being abused and to report any such suspicions to the School's Designated Safeguarding Lead or Named Person.
- 4.2 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.3 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.4 Contribute to the overall ethos/work/aims of the school.
- 4.5 Appreciate and support the role of other professionals.
- 4.6 Attend and participate in relevant meetings as required
- 4.7 Participate in training and other learning activities and performance development as required.
- 4.8 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.9 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.
- 4.10 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.
- 4.11 May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- 4.12 May be required to work with pupils of any age within the age-range of the school.
- 4.13 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.

Signature of post holder \_\_\_\_\_

Signature of Headteacher \_\_\_\_\_

## PERSONNEL SPECIFICATION

### Special Needs Teaching Assistant    LEVEL 2

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Working with pupils of relevant age-range</li> <li>• Working with pupils with various Learning Difficulties – SLD / ASD / PMLD</li> <li>• Experience of/willingness to train in Behaviour Management and physical intervention – Team Teach</li> <li>• Experience of/willingness to train in communication approaches to access the curriculum.</li> <li>• Experience of / willingness to train in the use of hoists and physical positioning</li> <li>• Experience of /willingness to train in therapy and medical interventions</li> <li>• Experience of/willingness to train in specialist feeding techniques</li> <li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level.</li> </ul>		Application form & Selection process
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths at grade C or</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications relating to post e.g.</li> </ul>	Application

	<ul style="list-style-type: none"> <li>equivalent.</li> <li>NVQ 2 for Teaching Assistants or equivalent qualifications or experience.</li> <li>NVQ 2 in relevant discipline or equivalent qualification or experience.</li> </ul>	health, children, practical skills, first aid.	form & Selection process. Certificates.
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> <li>Evidence of previous personal development.</li> <li>Training, or willingness to train, in Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc.</li> <li>Health &amp; Safety training as appropriate</li> </ul>	Application form & Selection process
<b>SPECIAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Understanding of child development and learning.</li> <li>An understanding of the issues relating to pupils who have special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of the needs of a multicultural society.</li> <li>Understanding of relevant polices/codes of practice and awareness of relevant legislation.</li> <li>General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies.</li> <li>Effective use of ICT packages.</li> </ul>	Application form & Selection process
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.</li> </ul>		Selection process

<b>DISPOSITION - ADJUSTMENT/ ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Good sense of humour.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Willingness to share expertise, knowledge and experience.</li> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> <li>• Ability to prioritise conflicting demands and pressures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to identify own training and development needs.</li> <li>• Understanding of classroom roles and responsibilities and your own position within these.</li> </ul>	Selection process
<b>PRACTICAL &amp; INTELLECTUAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Good literacy / numeracy skills.</li> <li>• Ability to use relevant technology.</li> <li>• Ability to use ICT effectively.</li> <li>• Ability to use relevant equipment / resources</li> <li>• In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.</li> </ul>		Application form & Selection process / test
<b>CIRCUMSTANCES - PERSONEL</b>	<ul style="list-style-type: none"> <li>• Will not require holiday leave during term time.</li> <li>• Must be legally entitled to work in the UK</li> </ul>		Selection process.  Sight of

	<p>(Immigration, Asylum and Nationality Act 2006).</p> <ul style="list-style-type: none"> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (Enhanced DBS check required).</li> <li>• If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</li> </ul>		appropriate documentation as specified in interview letter
<b>PHYSICAL / SENSORY</b>	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.</li> <li>• Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li> <li>• For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving and handling pupils, within school policies and practices.</li> <li>• For this post it may be an unavoidable core component of the job for the postholder to be willing and capable of meeting the hygiene and personal care needs of pupils within school policies and practices.</li> </ul>		Selection process

