



Fern House School

Specialist Teaching Assistant in Special School

(social, emotional, mental health needs / social communication needs)

Job Description & Person Specification

Responsibilities

To play a key role in supporting pupils with a high level of need within a specialist school environment.

Duties

Under the direction of the class teacher, it is the responsibility of the Specialist Teaching Assistant to:

- Play a significant part in delivery of lessons and assessment of pupils' learning across all curriculum areas.
- Supervise and assist individual or small groups of pupils.
- Help develop pupils' social skills.
- Implement behaviour management strategies in accordance with guidance provided by the teacher.
- Provide support for pupils inside and outside the classroom to enable them to fully participate in activities.
- Support the pupils at lunchtimes and playtimes, as necessary.
- Help facilitate the inclusion of all pupils who find it difficult to form relationships or successfully access the curriculum.
- Help to keep the pupils on task by giving individual attention where necessary and help them to become more successful learners.
- Accompany pupils on school trips where necessary.
- Build and maintain positive and secure relationships with pupils, attending to and ensuring the care, health and welfare of the children at all times, including the dressing and undressing, toileting, and cleaning of pupils, where necessary.
- Ensure that any pupils who have had an accident or feel unwell are referred to the Welfare Officer.
- Enable the class teacher to focus upon individual or small groups of children by overseeing others.
- Work with outside agencies such as Educational Psychologist and Speech Therapist by liaising with and supporting their work with pupils.
- Assist pupils with physical needs and difficulties.
- Assist pupils with their personal hygiene needs.
- Help prepare classroom materials for lessons, as appropriate.
- Liaise with the Class Teacher in order to contribute to Learning Support Plans and Statement/ EHCP reviews as necessary.
- Take a role in supporting the integration of pupils into their classes, where appropriate.
- Deliver intervention programmes where necessary.
- Attend staff training as appropriate.
- Any other duties within the scope of the provision, as directed by the Headteacher.

Communications

Using a command of spoken English that is sufficient to effectively carry out the duties of the role and liaise verbally and in writing with parents, pupils, governors, agencies and other organisations.

Other Responsibilities

To undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school.

The postholder shall ensure the duties of the post are undertaken with due regard of the Trust's Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

The postholder shall carry out these duties with due regard to the school policies, procedures and priorities.

- All Connect Education Trust Staff Will Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the Trust Strategic Development Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the Trust
- Be committed to achieving the school values
- Work to develop the Trust as a successful inclusive Trust
- Respond promptly to concerns from parents, staff or students
- Promote the Trust in the community
- Work in partnership with all colleagues including the Local Governing Board and Board of Trustees
- Support Code of Conduct for staff
- Have regard for and act in accordance with Health and Safety policy/practice
- Celebrate success of pupils and staff

Person Specification

	Essential	Desirable
Experience working as a member of support staff in a Mainstream School	Y	
Experience of successful working with primary or secondary aged children on an individual and group basis in supporting their learning and development	Y	
Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents.	Y	
A good level of literacy and numeracy skills with at least a qualification at GCSE grade C or equivalent.	Y	
A qualification related to this post e.g., Level 2 Certificate in Supporting Teaching and Learning in Schools or Level 3 Diploma in Specialist Support for Teaching and Learning in Schools		Y
Thorough understanding and experience of Trauma Informed Practice and Attachment	Y	
Experience of supporting and/or training the wider staff team in regulation techniques	Y	
Good standard of spoken, written and comprehension of English	Y	

Ability to engage constructively with and relate to a wide range of young people and families/carers with different cultural and social backgrounds.	Y	
Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers	Y	
Knowledge of a range of behaviour management strategies & techniques	Y	
Proven skills and ability of working with primary or secondary age children with special educational needs		Y
Proven skills and ability of working as a member of support staff to support children with challenging behaviour	Y	
Demonstrate competence in networking, facilitating and developing others		Y
Excellent verbal and written communication skills	Y	
Demonstrate proficiency in use of technology	Y	
Ability to work effectively with a wide range of support services	Y	
Evidence of continuing and relevant professional development		Y
Ability to keep neat and accurate records	Y	
Ability to maintain a neat and tidy working environment	Y	
Ability to create and maintain display boards to enhance learning	Y	
Ability to work calmly under pressure, with the ability to adapt quickly and effectively to change in circumstances/situations.	Y	
Patience and ability to remain calm in stressful situations.	Y	
Ability to be strong even in difficult situations, hold nerve and stay positive.	Y	
Ability to manage safely moving and handling techniques (training can be given)	Y	

Ability to manage the physical aspects of working with children with SEN (such as floor work, standing for prolonged periods, toileting and changing)	Y	
Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties.	Y	