

Exeter House School

Job description: Teaching Assistant (Support Assistant)

Pay scale	Grade D
Job Title :	Support Teaching Assistant
Main Job Purpose:	Under the direction of the Teacher/s, to support the inclusion of pupils with a wide range of special needs and to access learning. The need will range from pupils with severe to profound and multiple learning difficulties, some of whom may also have significant physical, sensory or behavioural needs. The ages of the pupils involved will be within the Reception to Post-16 range.

1.	Duties
	<p>Supporting pupils learning and in developing independence skills. The exact tasks will depend on the learning support needs of the pupil/s but will include:</p> <ul style="list-style-type: none"> - Supporting pupils with toileting plans, personal care and intimate care. - Meeting physical needs as required while promoting independence. - Clarifying and explaining instructions. - Ensuring pupils are able to use equipment and materials provided, in accordance with individual care/teaching plans. - Motivating and supporting pupils. - Supporting pupils to transition around the school and during offsite activities as specified by the Teacher. - Developing appropriate resources to support pupils.
	<p>Supporting pupils' self-esteem, inclusion and behavioural development, e.g.</p> <ul style="list-style-type: none"> - Developing methods of promoting/reinforcing the pupil's self-esteem and independence. - Providing individual supervision in and out of the classroom for pupils with Behavioural challenges. - Reinforcing the school ethos, e.g. approach to behaviour and development of communication in all areas of the school.
	<p>Provide physical/personal care to pupils in accordance with individual pupil plans and needs e.g.</p> <ul style="list-style-type: none"> - Helping with personal care. - Sensitively and respectfully support pupils with aspects of personal and intimate care, whilst maintaining the individual pupil's dignity at all times. - Undertaking manual handling techniques in order to support pupils and to promote physical independence. - Undertaking physiotherapy exercises or OT programmes following instruction and advice from a qualified therapist.

	<p>Supporting the Teacher/s, e.g.</p> <ul style="list-style-type: none"> - As directed by the Teacher, adapting and interpreting individual pupil plans 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.
	<p>Supporting the curriculum</p> <ul style="list-style-type: none"> - Support the delivery of specific areas of the curriculum, eg sensory and/or physical, including independence, in accordance with individual pupil plans. - Support other areas of the curriculum in accordance with Individual Learning Plans.
	<p>Supporting the school e.g.</p> <ul style="list-style-type: none"> - Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids. - 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.
2.	Supervision and Management
	<p>The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.</p> <p>Creativity and Innovation (i.e. Problem Solving).</p> <p>The job holder works within school procedures, policies and approved methods and under the supervision of the Class Teacher and or specialist leaders.</p>
3.	Key Contacts and Relationships
	<p>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.</p>
4.	Decision Making
	<p>The jobholder is expected to follow school procedures, and plans made by the Class Teacher and those provided by other professional supporting the school.</p>
5.	Resources
	<p>The jobholder is expected to use school resources appropriately and with care, and help to maintain appropriate and pleasant learning spaces around the school, but is not personally accountable for their overall security.</p>
6.	Working Environment
	<p>The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves moving and handling of pupils including the use of specialist equipment such as hoists. It also involves crouching, stretching, or working in other constrained or awkward positions. During personal care staff will need to deal with body fluids. Training in Moving and Handling will be provided as will appropriate personal protective equipment such as gloves and aprons.</p> <p>All staff have a shared responsibility for the Health and Safety of the pupils, themselves and their colleagues. Staff also have a responsibility for the safety and welfare of all pupils and are expected to follow policy and procedures for Safeguarding.</p>

7.	Knowledge and Skills
	<p>New entrants are not required to have any background in Learning Support work but must have good general skills at dealing with children/young people and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the jobholder is fully competent in the job he/she will have a good understanding of different learning support needs and ways of meeting these. All teaching assistant roles are subject to the completion of a satisfactory probationary period.</p>