

Job Description:

Teaching Assistant

Supporting children with complex needs

Social, Emotional and Mental Health

Difficulties (SEMH) and Autism Spectrum

Disorder

JOB DESCRIPTION:	Teaching Assistant Level 2 – Supporting children with complex in needs
RESPONSIBLE TO:	Headteacher/Teachers/other senior school staff
JOB PURPOSE:	<p>The main purpose of the Teaching Assistant Level 2 supporting a child with SEMH and ASD role is to provide dedicated support and care for a pupil with social, emotional, and mental health (SEMH) needs, as well as autism spectrum disorder (ASD), within the QUEST (A Church of England Schools Trust). This role is crucial in ensuring the pupil's educational, social, and emotional needs are met, enabling them to thrive and reach their full potential. The Teaching Assistant will work closely with the class teacher, SENCO, and wider school team to deliver tailored support that aligns with the school's vision of providing a caring and thoughtful quality of education for all children.</p> <p>Under the direction of teaching/ senior staff to give support for a particular SEN/identified pupil/student with learning difficulties and/or behavioural, social or physical disabilities, as required.</p> <p>To undertake work/care/support programmes to enable access to learning for pupils/students and to assist the teacher in the management of pupils/students and classroom.</p> <p>To work under the instruction/direction of senior manager/teaching staff to support the delivery of quality learning and teaching of pupils/students with special educational needs.</p> <p>To give support for SEN/identified pupils/students providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required. Work with children and young people who have a range of significant and often identified/complex SEND for example those with autism, social, emotional and mental health difficulties, severe or moderate learning difficulties including, in some instances, those who exhibit challenging behaviour.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p>
LIAISING WITH:	Pupils/students, teachers, senior staff, parents/carers, visitors to the school

SALARY SCALE:	QUEST Grade B, NJC points 3-5
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

Support for the Pupil

- Provide 1:1 support for a pupil with complex SEMH and ASD needs, ensuring their individual learning, social, and emotional requirements are met
- Develop a strong, positive, and trusting relationship with the pupil to facilitate their engagement and progress
- Assist the pupil in accessing the curriculum and participating in learning activities, adapting support as needed to meet their individual requirements.
- Facilitate the pupil's social and emotional development, promoting positive behaviour and helping them to develop coping strategies.
- Contribute to the creation and implementation of the pupil's support plans, working closely with the class teacher, SENCO, and other relevant professionals.
- Encourage the pupil's independence and self-care skills, while providing the necessary support and guidance.
- Ensure the pupil's safety and wellbeing throughout the school day, following all relevant policies and procedures.
- Provide one-to-one or small group support to pupils with communication and interaction difficulties, including those with autism spectrum disorders, speech and language delays, or other complex needs
- Implement and monitor the effectiveness of evidence-based interventions and strategies to support the development of pupils' communication, social, and interaction skills
- Assist in the preparation of resources and learning materials to support pupils' individual needs and promote their engagement and progress
- Encourage and model the use of alternative and augmentative communication (AAC) methods, such as visual timetables, symbols, and assistive technology, to support pupils' communication
- Support pupils/students to understand instructions, support independent learning and inclusion of all pupils/students

Supporting Pupils with Complex Needs

- Provide personal care and support for pupils with complex physical, medical, or emotional needs, including assistance with feeding, toileting, and mobility, as required

- Work closely with the school, occupational therapists, and other professionals to ensure the appropriate care and support for pupils with complex needs
- Contribute to the development and implementation of individual healthcare plans and risk assessments for pupils with complex needs
- Promote the inclusion and participation of pupils with complex needs in all aspects of school life, ensuring their safety and well-being
- To promote the inclusion and acceptance of all pupils/students/students
- Creating positive working relationships and environments conducive to effective learning for pupils/students with SEND

General Teaching Assistant Duties

- Support the delivery of lessons and learning activities under the direction of the class teacher
- Assist in the preparation of the learning environment, including the organisation of resources and displays
- Monitor and record pupils' progress, providing feedback to teachers and contributing to the assessment process
- Promote positive behaviour and support the school's behaviour management policies
- Participate in staff meetings, training, and other professional development opportunities to enhance your skills and knowledge
- Undertake any other reasonable duties as requested by the headteacher or other senior leaders, within the scope of the role
- Provide basic first aid and asked to administer medications in line with Trust policy if required
- Helping to develop individual and group learning programmes in response to current and future needs
- Working independently to deliver, monitor and evaluate educational plans for pupils/students
- To encourage pupils/students to interact with others and engage in activities led by the teacher.
- Work with the teacher in adjusting lessons/work plans / learning activities as appropriate
- Support the use of ICT in learning activities and develop pupils/students competence and independence in its use
- To provide feedback to pupils/students in relation to progress and achievement under guidance of the teacher.
- To monitor pupils/students' responses to learning activities and accurately provide regular feedback to teachers on pupils/students' achievement, progress and challenges.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils/students to take responsibility for their own behaviour.
- To assist with the supervision of pupils/students out of lesson times, including before and after school as may be reasonably directed.
- To accompany teaching staff and pupils/students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.

Other duties

- Contribute to the overall ethos/work/aims of the Trust and its schools including participation in school events outside of working hours.
- Be aware of and support the difference and ensure all pupils/students have equal access to opportunities to learn and develop.
- To contribute to the development of relevant policies and procedures.
- To be a positive role model at all times.
- To provide clerical/admin support, for example photocopying, collection of money, displays.
- To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.
- Maintaining a secure, healthy and risk free environment for students, staff and visitors.
- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the Trust expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.

- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- To participate in the staff performance management process in accordance with the Trust's policy and be responsible for self motivation towards agreed targets.
- To undertake Health and Safety Training on areas within the designated work area.
- To undertake Paediatric First Aid and Safeguarding Training as per the Trust training cycle.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____ Date _____



Person specification:

Teaching Assistant supporting children with complex needs

ESSENTIAL SKILLS/QUALIFICATIONS

NVQ L2 or evidence of equivalent QCF credit value or higher or a comparable level of experience

Good level of literacy & numeracy to NVQ L2 or equivalent

Willingness to undertake further relevant teacher assistant training

Experience of working and interacting with children of a relevant age and or learning need

Excellent communication and interpersonal skills, with the ability to build positive relationships with pupils, parents, and colleagues

Strong understanding of the needs of pupils with communication and interaction difficulties, including autism spectrum disorders and speech and language delays

Experience in implementing evidence-based interventions and strategies to support the development of pupils' communication, social, and interaction skills

Ability to adapt teaching and learning approaches to meet the individual needs of pupils with complex needs

Proficient in the use of alternative and augmentative communication (AAC) methods, such as visual timetables, symbols, and assistive technology

Patience, empathy, and a genuine commitment to supporting the educational and personal development of all pupils

Excellent organisational skills and the ability to work collaboratively as part of a team

Willingness to undertake relevant training and professional development to enhance your skills and knowledge

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post:

Understanding of the child's individual needs and where to access support and advice

A knowledge of the national/foundation stage curriculum and other basic learning programmes

Understanding of relevant policies, codes of practice and awareness of relevant legislation

Basic understanding of child development and learning processes

Basic knowledge of how to use ICT to support learning

Knowledge of basic Health and Safety

Understanding of how to use relevant equipment/resources

Applicants should be able to provide evidence that they have the following necessary skills and abilities:

Ability to communicate with and relate well to pupils/students and adults

Ability to work under supervision and as part of a team

Ability to work in accordance with the schools health and safety policies

Ability to deal with minor injuries

Ability to work as part of a team

To show commitment to sustain excellent attendance at work

Commitment to and participation in the wider life of the schools and Trust

Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Legally entitled to work in the UK