

Children & Young People's Service



JOB DESCRIPTION

POST: Higher Level Teaching Assistant (Special School) – Moving and Handling specific	
GRADE: Band 10	
RESPONSIBLE TO: Head-Teacher /Teacher / Member of school leadership team	
STAFF MANAGED: GTA's, ATA's, PSA's	
POST REF NO:	JOB FAMILY: 7
JOB PURPOSE:	<p>To work with teachers as part of a professional team to organise and support teaching and learning activities for pupils identified as having a range of needs including: moderate, severe, profound and multiple learning difficulties, behavioural, social, mental, emotional, communication, sensory or physical difficulties, making decisions on how to deliver the agreed work plans following assessment on the pupil's differing and often complex needs.</p> <p>Will have specific responsibilities for the management and development of key areas within the school and/or management of other support staff including the allocation and monitoring of work, appraisal and training.</p>
JOB CONTEXT:	<ul style="list-style-type: none"> • Required to work within a special school with pupils with challenging difficulties to help them overcome barriers to learning • Due to the nature of the children's needs, the postholder must be able to meet the physical demands and duties of the role • Place of work is The Dales School, but may involve working in other places • Enhanced DBS clearance required; disqualification regulations may apply • This job description includes the duties and responsibilities of working in a special school and incorporates the previous SEN allowance which is no longer applicable
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operational Issues	<ul style="list-style-type: none"> • Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Provide specialist support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties • Monitor pupils conduct and behaviour throughout the learning process and use appropriate behavioural management techniques and teaching & learning strategies • Assess, record and report on pupils development, progress and attainment • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning

	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal needs, including toileting, hygiene, dressing, feeding, (including personal intimate care) and welfare, including physical and identified health needs, whilst encouraging independence • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, and assist in ensuring that examinations comply with the Examination Board Regulations • Assist children & young people with their feeding needs, which may be complex • Administer emergency, daily medication, medical routines (with appropriate training, as detailed in a pupil's health care plan) and keep accurate records • Deliver specified learning activities and work to pupils, modifying and adapting activities as necessary to meet the needs of the pupils. • Support learning by preparing classroom materials and learning areas, and undertaking minor clerical duties e.g. photocopying and displaying pupils work • Assist in moving and handling individuals using specialist equipment as required • Work with pupils on therapy or care programmes, designed and overseen by a therapist or care professional • Support the use of ICT and adhere to relevant policies • Undertake rota duties as required • Assist in transporting and escorting the children & young people on visit's
Moving & Handling Specific	<ul style="list-style-type: none"> • To be the school MH trainer, attend relevant training, updates and refreshers as needed • Deliver annual training to whole school staff and specific training as needed including induction MH training for all new staff • Be willing to undertake MH training externally e.g. within the Teaching School Alliance or Cognition and Learning Collaborative • To liaise with MH in the LA or other external professionals when needed • To have an overview of MH in school and ensure all pupils who need one have an up to date MH plan • Liaise with health care professionals, families, school staff to ensure a multi-disciplinary and holistic approach to a pupil's MH programme • Conduct Risk Assessments on MH in relation to equipment • Support with RA for staff returning from long term sick or with disabilities • Order equipment needed for MH e.g. slings • Liaise closely with the MOVE trainer to ensure MOVE and school MH programmes are complimentary • To receive circulars, publications and information about MH in order to keep up to date • Ensure dedicated weekly time is spent in the most efficient manner possible to carry out above duties
Communications	<ul style="list-style-type: none"> • Liaise with external agencies, other professionals, staff, parents/carers as appropriate e.g. to provide updates on progress • Use other appropriate forms of communication when needed • Communicate and establish effective relationships with the children & young people, using appropriate communication aids and methods where appropriate • Provide support and encouragement to children & young people
Resource management	<ul style="list-style-type: none"> • Responsible for setting up and cleaning away of resources in the learning environment and maintenance and control of stocks of materials and resources • Required to use, clean and maintain specialist equipment e.g.

	<p>specialist chairs, walking devices, lifting equipment and communication aids</p> <ul style="list-style-type: none"> • Manage the work of other classroom support staff. • Participate in the performance management process • Participate in training and other learning activities to keep knowledge and skills up to date • Participate in staff meetings
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate. • Understand and evaluate risks to safeguard the welfare of the children & young people • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for or come into contact with • Comply with safer working practices
Systems and Information	<ul style="list-style-type: none"> • Contribute to maintaining accurate pupil records linked to daily routine e.g. toileting, medication • Share information confidentially about pupils with other staff, parents/carers, internal and external professional as appropriate • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Support the teacher in monitoring, assessing and recording pupil progress
Planning and Organising	<ul style="list-style-type: none"> • Contribute to the development of policies and procedures as required • Assist the teacher in planning and organising learning activities for pupils • Contribute to the planning, organising and implementing individual development and care plans for pupils, and contribute to reviews
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • To work with colleagues and others to maintain health, safety and welfare within the working environment
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities • Within own area of responsibility work in accordance with the aims of the Equality Policy Statement
Flexibility	<ul style="list-style-type: none"> • North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Date of Issue:	June 2015

PERSON SPECIFICATION

JOB TITLE: HLTA – Moving and Handling specific (Special School)

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> • In depth understanding of child/young people’s development and learning processes • Understanding of individual children and young peoples’ needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Knowledge of complex associated needs e.g. behaviour, medical, physical, sensory, autism • Knowledge of behaviour management techniques • Knowledge of Child Protection, safeguarding and Health & Safety legislations and procedures 	
<p>Experience</p> <ul style="list-style-type: none"> • Significant experience of working with children and young people • Some experience of working with children with additional needs 	<ul style="list-style-type: none"> • Line Management/supervisory experience • Experience of delivering evidence based interventions that accelerate learning • Significant experience of working with children with learning difficulties, including complex and multiple learning, behavioural, sensory or physical difficulties, in an education setting
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers • Ability to relate to children and young people • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Excellent observational skills 	<ul style="list-style-type: none"> • Creativity

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> • Good reading, writing and numeracy skills • Ability to risk assess situations and make appropriate decisions • Ability to prevent and/or manage challenging behaviour • Caring skills • Ability to be solution focused 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Level 3 qualification or equivalent to evidence good numeracy and literacy skills • HLTA status or QTS ** ** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class • Willingness to undertake training to meet the requirements of the role e.g. manual handling, first aid training 	<ul style="list-style-type: none"> • Relevant NVQ level 4 or foundation degree • First Aid qualification
<p>Other Requirements</p> <ul style="list-style-type: none"> • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging and injurious behaviours and attitudes • Ability to use authority and maintaining discipline • Flexibility • An empathy for equality & diversity 	