



**JOB DESCRIPTION FOR THE DALES SCHOOL**

**JOB TITLE:** General Teaching Assistant (GTA)  
**GRADE:** Grade E (Paid term time only)  
**RESPONSIBLE TO:** Headteacher, Teacher, Advanced Teaching Assistant  
**RESPONSIBLE FOR:** Working with groups and individual pupils with SEN

**Job Purpose**

To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes supervising groups and /or individual pupils and will assist in the induction and development of classroom support staff.

**Job Context:**

- The Dales School is a school for 2-16 year old children and young people with severe and complex learning needs including physical disabilities and medical conditions. The school has a generic P16 Department
- The school is a Local Authority Community Maintained school
- Place of work is The Dales School in Morton-on-Swale but may also involve working in other places
- The Dales School has close working relationships with other educational organisations, stakeholders and in particular parents
- The Dales School seeks to actively influence the local, regional and national agenda regarding Learners with Learning Difficulties and/or Disabilities (LLDD)
- The Dales School seeks to promote greater public understanding of LLDD
- An enhanced Criminal Records Bureau (CRB) is required

The post-holder will need:

- To have a commitment to shared values and the common purpose of developing a culture of interagency working; including statutory bodies, third and private sector organisations.
- To ensure that strategic visions are translated into local plans in collaboration with professionals, partners and service users.

**Special Educational Needs**

General Teaching Assistants at The Dales School are paid on Band 6, two bands above the recommended level for GTAs since all pupils have a statement of special needs and there are specific roles and responsibilities as defined below. As such, the SEN Allowance will not be awarded in addition to the increased banding.

**ACCOUNTABILITIES/MAIN RESPONSIBILITIES**

<p><b>Effective communication and engagement with children, young people, their families and carers.</b></p>	<ul style="list-style-type: none"> <li>• Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers.</li> <li>• Know that communication is a two way process.</li> <li>• Know how to listen to people, make them feel valued and involved, and know when it is important to focus on the individual rather than the group.</li> <li>• Supervise groups and individual pupils as required</li> <li>• Listening and building empathy</li> <li>• Develop and use effective communication systems, including total communication, appropriate to the audience</li> <li>• Actively listen in a calm, open non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• Provide support and encouragement to children and young people</li> <li>• Consultation and negotiation skills</li> <li>• Maintain confidentiality and ethics</li> </ul>
<b>Child and young person development</b>	<ul style="list-style-type: none"> <li>• Support the planning, delivery and evaluation of the learning process under the direction of the class teacher and other appropriate staff.</li> <li>• Evaluate the situation and record in an appropriate manner</li> <li>• Provide educational, emotional and physical support to pupils with the following: <ul style="list-style-type: none"> <li>➢ Personal hygiene</li> <li>➢ Physiotherapy and hydrotherapy</li> <li>➢ Feeding</li> <li>➢ Medical needs</li> </ul> </li> <li>• Appreciate the impact of transition on child development.</li> <li>• Work with the School's agreed behaviour, discipline and anti-bullying policy to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>• Understand and take account of the effects of different parenting approaches, backgrounds and routines.</li> <li>• Know how to interact with children in ways that support the development of their ability to think and learn.</li> <li>• Support and assist in the development and implementation of appropriate behaviour management plans.</li> </ul>
<b>Safeguarding and promoting the welfare of the child</b>	<ul style="list-style-type: none"> <li>• Be responsible for promoting and safeguarding the welfare of children and young people you are responsible for, or come into contact with</li> <li>• Relate, recognise and take considered action</li> <li>• Have an awareness and basic knowledge, where appropriate, of the most recent legislation.</li> <li>• Be aware of and comply with policies and procedure relating to safe guarding, health &amp; safety and security</li> </ul>
<b>Supporting transitions</b>	<ul style="list-style-type: none"> <li>• Contribute to the provision of advice and guidance as required and appropriate</li> <li>• Listen to concerns; recognise and take account of signs of change in attitudes and behaviour</li> <li>• Understand your own role, its limits and the importance of providing care or support</li> </ul>
<b>Multi-agency working</b>	<ul style="list-style-type: none"> <li>• Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.</li> <li>• Have a general knowledge and understanding of the range of organisations and individuals working with children, young people and those caring for them, and be aware of the roles and responsibilities of other professionals.</li> <li>• Know how to work within your own and other organisational values, beliefs and cultures.</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>• Provide structured judgement and feedback on pupils' attainment and progress within assessment and reporting processes.</li> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security.</li> <li>• Assist in the induction and development of volunteers and students.</li> <li>• Ability to use clear and appropriate language to communicate information unambiguously to others including children, young people, their families and carers.</li> <li>• Use other appropriate forms of communication when needed e.g. signing and symbols.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the importance of sharing information, how it can help and the dangers of not doing so.</li> <li>• Be aware of own (and others') professional boundaries.</li> <li>• Attend staff meetings, training days and management team meetings by agreement with the Headteacher.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• Plan and prepare materials, undertake minor clerical and laundry duties and the maintenance, ordering and storage/tidying of school resources.</li> <li>• Participate in the School's performance management scheme.</li> <li>• Participate in training and other learning activities and performance development as required.</li> <li>• Support the school's inclusion and outreach programme which may mean working in other schools for periods of time.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Data Protection, Information Security and confidentiality</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided to all sections of our community, and that all our existing and future employees have equal opportunities</li> <li>• Within own area of responsibility work in accordance with the aims of the Equality Policy Statement</li> </ul>
<b>Flexibility</b>	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.
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect, human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• 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.</li> </ul>
<b>Date of issue:</b>	June 2019

**Training identified:**

<b>Procedural</b>	<b>Medical</b>
Moving and handling	Diabetic
Team Teach	Gastro feeding
1 day first aid	Epilepsy
Fire awareness	Colostomy management
Safeguarding	
H & S	
Infection Control	

Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

**PERSON SPECIFICATION**

**JOB TITLE:** General Teaching Assistant

**GRADE:** E

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>ASSESSMENT</b>
<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>Childcare Qualification at Level 3 (or equivalent) or the ability and willingness to undertake this in a reasonable time span.</li> <li>Specialist Teaching Assistant Certificate qualification.</li> <li>Appropriate first aid training</li> </ul>	X	X  X	2 & 5  2 & 5  2 & 5
<b>Experience</b> <ul style="list-style-type: none"> <li>Appropriate experience working with children or young people in an education setting.</li> <li>Appropriate experience working with children or young people with learning difficulties</li> </ul>	X  X		2 & 4  2 & 4
<b>Skills &amp; Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe.</li> <li>Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, children, young people, their families and carers.</li> <li>Good understanding of child/young people's development and learning processes.</li> <li>Understanding of individual children and young people's needs.</li> <li>Behaviour management - able to prevent and/or manage challenging behaviour. Takes constructive action to prevent triggers occurring and minimise identified behaviour. Acts in a manner which is likely to promote calm and reassurance.</li> <li>Willingness and physical ability to undertake personal care routines and hydrotherapy</li> </ul>	X  X  X  X  X		2, 3 & 4  2, 3 & 4  2 & 4  2 & 4  2 & 4  2 & 4
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>Demonstrable interpersonal skills.</li> <li>Ability to work successfully in a team.</li> <li>Able to exercise judgement.</li> <li>Understand what confidentiality is in relation to role</li> <li>Problem solving skills – effectively identifies workable solutions</li> <li>Physical demands - Ability to manage sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, taking part in hydro session, physical interventions with pupils, moving children with physical disabilities, following approved procedures.</li> </ul>	X X X X X X		2 & 4 2 & 4 2 & 4 2 & 4 2 & 4 2 & 4

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT
<b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• Takes responsibility for maintaining own and others' health &amp; safety</li> <li>• Able to conduct informal risk assessments</li> <li>• Working conditions – aware of: <ul style="list-style-type: none"> <li>➢ Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.</li> <li>➢ Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.</li> <li>➢ Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.</li> <li>➢ Risk of infection when dealing with unwell children.</li> <li>➢ May also involve visits in the home – following recognised procedures.</li> </ul> </li> </ul>	X		4
	X		4
	X		4
	X		4
	X		4
	X		4
<b>Other Requirements</b> <ul style="list-style-type: none"> <li>• To be committed to the school's policies and ethos.</li> <li>• To be committed to Continuing Professional Development.</li> <li>• Experience in other relevant skills e.g. art/music/sport</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline - works productively in a pressurised environment. &amp; acts calmly and recovers quickly from setbacks.</li> </ul>	X		2 & 4
	X		2 & 4
		X	2 & 4 2, 4 & 5
	X		2 & 4
	X		2 & 4
<b>Equal opportunities</b> To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery	X		2 & 4

### 1. ONE COUNCIL

You are aware of and understand the One Council vision and its principles. You work to provide the best outcomes for all NYCC customers and will work with any colleagues across the council to do so. You are aware of how you and your team colleagues are performing and you look for ways to improve your performance and that of your team. You contribute to discussions about how working practices might be simplified, standardised and shared with others.

### 2. EFFECTIVE PERFORMANCE

You are aware of how your work fits in with your Service Area's objectives. You demonstrate the skills and knowledge required for your role by performing effectively within it. You look for ways to continuously improve your performance. In line with your job description, you apply your knowledge and skills in a range of varied work activities performed in a variety of contexts.

### 3. KEEPING IT PROFESSIONAL

You keep yourself up to date with current best practice and perform your role within the legal, regulatory, ethical and social requirements set out in your area of work. You report any abuse, unfair discrimination or unprofessional practice, whether it affects colleagues, customers or yourself

#### **4. WORKING TOGETHER**

You build relationships that generate mutual trust. You support and guide others to ensure they are working as an effective team member by fostering a team approach to services.

#### **5. COMMUNITY AND CUSTOMER FOCUS**

You offer the best level of service to customers and behave in a way that gives them confidence. You treat all customers as an individual, respecting their diversity, culture and values. You communicate in a way that is effective for each person

#### **6. KNOW AND DEVELOP YOURSELF AND OTHERS**

With supervision and support you reflect on your work practices, identify your learning and development needs and take steps to develop your knowledge and skills as required for your role. You endeavour to use your new/improved knowledge and skills effectively in your work role. You have a positive work attitude and share your knowledge and skills with others.

#### **7. MANAGING CHANGE**

You actively implement changes in your area of responsibility to meet local or strategic plans. You view change positively and you help others to understand that change is a part of their job.

#### **8. INSPIRING OTHERS**

You provide positive direction, motivation and support to others to achieve both team and personal work objectives. You value the contribution and ideas of others

#### **Assessment:**

- 1. Test prior to shortlisting (i.e. all applicants)**
- 2. From application form**
- 3. Test after shortlisting**
- 4. Probing at interview**
- 5. Documentary Evidence**