



SEFTON METROPOLITAN BOROUGH COUNCIL
PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE

JOB DESCRIPTION

Post: Life Skills Teaching Assistant (Level 3)

Grade: Grade F (SCP 12 - 19)

Responsible to: Life Skills Lead

Responsible for: Support for children and staff throughout the school focusing on the Life Skills curriculum

JOB PURPOSE

To work with and supervise individuals and groups of children with significant Special Educational Needs under the direction / instruction of teaching and / or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques. With specific responsibility to support the teaching and learning of children with ASD.

MAIN DUTIES

Support for the Pupil

- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils dependant upon their individual needs ensuring their safety whilst supporting access to learning activities.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Provide additional support for individual pupils enabling them to maintain their access to learning, this will include personal care, pastoral support, facilitating use of specialist equipment, etc.
- Pastoral Support – to support individual behaviour plans, social, emotional, wellbeing programs and any other pupil/students needs including supporting pupils with challenging behaviour.
- Medical Needs – willingness to support student/pupils individual medical needs following appropriate training
- Plan and deliver small group Life Skills and PSHE/RSE lessons differentiated to the individual learner

Support for the Teacher

- Provide minimal clerical / administration support (e.g. photocopying, typing, filing, collecting money, etc.)
- Contribute to the creation of specialist resources e.g. visual supports for individuals / groups of pupils
- Liaise with staff to help to organise external Life Skills opportunities both in school and out in the community
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems / records as requested
- Invigilate exams.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents / carers as agreed with the teacher within role / responsibility and participate in feedback sessions / meetings with parents under teacher's supervision

Support for the Curriculum

- Support the delivery of agreed learning activities / learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Deliver targeted intervention to individual pupils or small groups recording achievements and progress and providing appropriate reports and feedback for the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment / resources required to meet the lesson plans / relevant learning activity and assist pupils in their use.

Support for the School

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Provide consistency by acting as cover supervisor in the planned absence of the teacher. Contribute to the school ethos, aims and development / improvement plan.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Support the delivery of training
- Be familiar with and up to date with the government statutory guidance for RSE and Health Education

- Source and organise further opportunities for our pupils to get involved with outside of the regular school curriculum
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities, including residential, as required.
- Supporting pupils on an individual basis as required at out of school activities i.e. work experience, college links and other off site activities

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

All staff are responsible for the implementation of the Health & Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure appropriate improvements are made where necessary.

The School has an approved equality policy in employment and copies are freely available to all employees. The post holder will be expected to comply, observe and promote the equality policies of the Council.

We are committed to promoting the safeguarding and welfare of children and Young People and expect all staff and volunteers to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

Note: Where the postholder is disabled, every effort will be made to support all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job.

Due to the nature of the work involved, this post is "exempt" from the provision of the Rehabilitation of Offenders Act 1974 by virtue of the ROA 1974 (Exceptions) (Amendment) Order 1986.

SEFTON METROPOLITAN BOROUGH COUNCIL

PRESFIELD HIGH SCHOOL

PERSON SPECIFICATION

Post: Life Skills Teaching Assistant (TA3) - Grade F

	Essential (E) or Desirable (D)	Source: Application (A), Interview (I), Reference (R)
<u>Skills</u> • Ability to build effective working relationships with all stakeholders to develop and organise themed days and external organisational activities • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all students and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Good organisational skills • Ability to coordinate extended school provision such as after school clubs and residentials • Ability to deliver small group activities related to the Life Skills curriculum <u>Knowledge and Understanding</u> • General awareness of inclusion, within a school setting • Effective use of ICT to support learning • Awareness of ASC and associated conditions • Up to date knowledge of the PSHE curriculum and updated RSE policies <u>Qualifications and Training</u> • Minimum 2 years' experience of working with and / or caring for children within specified age range / subject area or NVQ II or equivalent in teaching assistance • Willingness to participate in relevant training and development opportunities • Special educational needs strategies • Maths and English GCSE/Level 2 or equivalent	E E E E E D E E D D D E E E D	AI AIR R IR A AI I AI AI A A AI AI A A AI A

<u>Professional Values and Practice</u> Must be able to demonstrate the following: • High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in students' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues. • High level of care and pastoral support including understanding of safeguarding. • Commitment to making a greater difference to students learning and progress that they make <u>Other</u> • Committed to safeguarding and promoting the welfare of children and young people • Ability to contribute to Safeguarding and promoting the welfare of children and young people • Satisfactory Enhanced Disclosure and Barring Services Check (DBS) including barred list check	E E E E E E E E E E E E E	AIR AIR AIR R IR AI AI AI I I
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