

Training area	TEACHING ASSISTANT
Placement location	North West Specialist Inclusive Learning Centre (NW SILC) School House, Penny Field School, Tongue Lane, Meanwood , Leeds, LS6 4QD
Responsible to	Head Teacher/Deputy Head Teacher/Class Teacher/Staff Officer & PATH Co-ordinator
Length of training	Up to 6 months
Training allowance	£110 per week
Special requirement	Enhanced Criminal Record Bureau Check

PURPOSE OF THE TRAINING

The person appointed to this role will carry out these duties as well as defining a role within the school that supports the changing needs of pupil(s) as they arise. This role will support pupils' learning needs in various settings and involves working with children with a range of learning difficulties and disabilities (LDD) and associated challenging behaviour. You will therefore need to be flexible and adaptable; you will have good interpersonal and teamwork skills and be calm.

To work under the direction of teaching/senior staff.

We are committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment.

We promote diversity and want a workforce which reflects the population of Leeds.

Appointments made are subject to an Enhanced Criminal Records Bureau Disclosure and satisfactory references.

ABOUT THE PLACEMENT:

INTRODUCTION

NW SILC is an all age, generic special school providing education for pupils aged 2-19 with a wide range of special needs including; severe; profound and multiple learning difficulties; emotional and behavioural difficulties; physical and or sensory impairment; specific medical conditions such as epilepsy ; and autism.

Special school teaching is at the leading edge of good classroom practice and our teachers regularly share specialised skills with mainstream schools that are committed to pursuing an inclusive approach to the benefit of all pupils.

ABOUT US

The north West Specialist Inclusive Learning Centre (NW SILC) opened on 1st January 2005 as part of the city – wide transformation of special schools in Leeds. Our purpose is to improve and develop inclusive provision for pupils with severe and complex special educational needs.

The range of our provision has been developed to include specialist sites, mainstream partnership schools and outreach support. In addition we work with others agencies and services e.g. health, school and social services. This allows us to respond flexibly to the individual learning needs and styles of our pupils.

The NW SILC is seeking to establish the specialist school sites as 'centres of excellence' for:

- Primary and Secondary aged children with PMLD/ complex needs,
- Early years and primary aged children, the majority of whom are on the autistic spectrum continuum, and
- Secondary aged children with learning difficulties and associated challenging behaviour.

WHAT TRAINING IS AVAILABLE?

1. To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
2. Supporting pupils who have complex medical needs and who may need emergency medical support, training will be provided.
3. Supporting pupils who require additional support with communication, including those pupils with a mechanical system of communication. The trainee may also be required to use British Sign Language and / or Makaton, (a form of sign language for SEN pupils) if so training will be provided.
4. Supporting pupils with speech difficulties under the guidance of a speech Therapist to support individual pupils with specific needs – in – house training provided.
5. Providing support to pupils who need assistance with personal care, such as feminine hygiene, changing nappies etc. for incontinent pupils and assisting pupils to use the toilet if they are unable to use the toilet unaided.
6. Feeding pupils and assisting them with drinking, in –house training given.
7. Supporting pupils who because of their physical needs may need to be lifted and carried and/or transported in wheel chairs, training will be provided. Due to the clientele of the SILCs where pupils may be aged from 2-19 years of age, the pupils may be adult size and weight.
8. The trainee may also be required to assist pupils with physiotherapy under the guidance of a physiotherapist.
9. The trainee may be required to restrain pupils who may harm themselves or others. Some pupils may bite, kick, nip and punch etc. themselves staff and or other pupils. Training will be provided on how to restrain pupils appropriately.
10. To supervise and support pupils ensuring their safety and access to learning.
11. To establish good relationship with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
12. To promote the inclusion and acceptance of all pupils.
13. To encourage pupils to interact with others and engage in activities led by the teacher.
14. To encourage pupils to act independently as appropriate.
15. To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil's work.
16. To be aware of pupil problems / progress/achievements and report to the teacher as agreed.
17. To undertake pupil record keeping as requested.
17. To support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
18. To support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
19. To gather/report information from/to parents/carers as directed.
20. To provide clerical/administrative support – photocopying, typing, filling collecting money etc.
21. To support pupils to understand instructions.

22. To support pupils in using basic ICT as directed.
23. To support pupils in respect of local and national learning strategies – literacy, numeracy KS3, early years, as directed by the teacher.
24. To support pupils in using basic ICT as directed.
25. To prepare and maintain equipment/ resources as directed by the teacher and assist pupils in their use.
26. To be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
27. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
28. To contribute to the overall ethos/work/aims of the school.
29. To appreciate and support the role of other professionals.
30. To attend relevant meeting as required.
31. To participate in training and other learning activities and performance development as required.
32. To assist with the supervision of pupils out of lesson times, including before and after school at lunchtimes.
33. To accompany teaching staff and pupils on visits, trips and out of school activities as required.

SPECIAL CONDITIONS OF SERVICE

There is a requirement to submit to an enhanced Criminal records Bureau background check. Term time plus 5 training days. There may be a need to occasionally work outside school hours and off school premises, as required by the school. There is a No Smoking Policy.

PERSONAL DEVELOPMENT TRAINING:

Obtain **Job Search** skills and Employability skills: training will be made available and trainees are expected to attend.

COMPETENCY FRAMEWORK – for PATH TEACHING ASSISTANT

- Collate information provided by teacher from parents and carers and to keep records.
- Able to set up basic and routinely used equipment and resources under instigation/instruction of the teacher.
- Ability to use the basic equipment such as fax, photocopier and video to a good standard.
- Trainee must understand the abilities of pupils they are specifically supporting and provide the required level of support under the direction/instruction of the teacher.
- Regularly identifies inappropriate behaviour in pupil(s) and takes action to deal with limited variety of situations. Always seeks instruction from the teacher for situations out of daily norms.
- In summary operates by taking action based on previous experience of common situations and requires regular direction/instruction from the teacher for basic classroom tasks within the parameters of the job description.

PERSON SPECIFICATION

What do I need to display on the application form

CORE SKILLS	Essential	Desirable	M o A
1. Good numeracy/literacy skills.	✓		A&I
2. Use basic technology – computer, video, and photocopier.	✓		A&I
3. Ability to relate well to children and adults.	✓		A&I
4. Ability to work constructively as part of team.	✓		A&I
TRANSFERABLE SKILLS	Essential	Desirable	M o A
1. Ability to work with other support staff.	✓		A&I
2. To be aware of the needs of ethnic minority groups.	✓		A&I
3. Be able to work independently.	✓		A&I
4. Demonstrate ability to deal with children.	✓		A&I
KNOWLEDGE & EXPERIENCES	Essential	Desirable	M o A
1. Working with or caring for children of relevant age.	✓		A&I
2. Understanding classroom roles and responsibilities and your own position within these.	✓		A&I
3. Appropriate knowledge of First Aid.		✓	A
4. To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.		✓	A&I
ATTITUDE	Essential	Desirable	M o A
1. Demonstrate patience and understanding.	✓		A&I
2. A commitment to win personal development.	✓		A&I
3. A willingness to co-operate with a team.	✓		A&I
4. Positive attitude to work.	✓		A&I
5. Demonstrate an understanding of Equal Opportunities.	✓		A&I
6. An appreciation of the need for confidentiality.	✓		A&I
7. To have an awareness and commitment to working with people from different cultures and backgrounds.	✓		A&I
QUALIFICATION	Essential	Desirable	M o A
1. Participate in development and training opportunity.	✓		A&I
2. GSCE Maths and / or English grades D-G CSE Level 2.		✓	A&I

METHOD OF ASSESSMENT (M o A)

A: Application Form

I: Interview

C: certificate

T: test

RISK ASSESSMENT OF THE TRAINING POSITION

A. CLIENT GROUPS, the employee will work with *

General Public

Housing Tenants

Other Agencies

Children

People with learning difficulties

Clients in their own home resident or hostel

B. PHYSICAL CONDITIONS:

1. Work is conducted in the main *

Indoors

Outdoors

Sitting

Standing

Walking

Office Accommodation

2. The training will involve *

Lone Working

Working out on the Estate

Working underground

Climbing

Working on the Counter

Working in Void Properties

Bending

Manual Handling tasks

Working in confined spaces

Stretching

Working at Heights

Contact with discarded needles

Driving

Potentially working in a smoking environment

Cash Handling

Use of Display Screen Equipment

C. CONTROLS TO MINIMISE HAZARDS

The following specialist equipment will be provided for the job.

Personal Protective Equipment *	N/A
Protective Clothing *	N/A
Type of Vehicle (other than car) *	N/A
Other equipment used	N/A

To control the hazards identified by this assessment, we are committed to providing Induction Health & Safety training plus further detailed training as appropriate to the post.

We want all our trainees to work in safe and healthy conditions. In accordance with health and safety legislation – all trainees have a duty to act responsibly and to do everything they can to prevent injury and ill health to themselves, fellow employees and others.

* Tick where appropriate to indicate what aspects the job will involve.