

<p><u>Job Title:</u></p> <p>Partnership – Specialist TA</p>	<p><u>Directorate:</u></p> <p>People – Schools</p>
<p><u>Post Number:</u></p>	<p><u>Division:</u></p>
<p><u>Grade:</u></p> <p>5</p>	<p><u>Business Unit/Section:</u></p> <p>St Hugh’s School</p>
<p><u>Overall Purpose of Job:</u></p> <ul style="list-style-type: none"> • Develop a range of strategic partnerships beneficial to the functioning of St Hugh’s school. • To assist in planning, sourcing, implementing and evaluating agreed work programmes, working alongside school staff and external partners to develop and maintain students’ independence and positively increase life chances. • Support career programme delivery • Organise and implement business breakfasts • Develop a range of partnerships located in communities that support employability delivery and beyond 	
<p><u>Main Responsibilities:</u></p> <ol style="list-style-type: none"> 1. Develop recording systems for students to evidence their learning and progress during work placements. Develop effective educational links with the world of work, local employers and college. 2. Deliver and annotate units of work in accordance with examination board specifications. 3. Deliver opportunities for students to develop their understanding of work related learning making informed choices about work placements. This includes acting as a mediator between the work placement, the employer and school resolving conflict wherever appropriate. 4. Monitor students’ progress towards outcomes and ensure evidence portfolios adhere to agreed examination specifications. 5. Supports individual students or groups of students to access the differentiated curriculum, including assisting with the planning and delivery of learning activities and work related learning programmes located both in school and offsite (e.g. local business) including transition programmes. 6. Assists students’ in independence, mobility and travel training programmes in the local community, completing appropriate risk assessments and processes, contributing to transition plans. 	

- 7.** Support students in employability skills and work related learning including off-site work placements, including pre work placement visits where appropriate.
 - 8.** Consider health & safety needs for our students undertaking the world of work and implement plans.
 - 9.** Supervise students' in planned activities when the teacher is temporarily absent in accordance with instructions/directions.
 - 10.** Supervise / delivers to students' in small groups or 1:1 activities both in school and within the wider community, following appropriate risk assessment.
 - 11.** Supervises students' at leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
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- 12.** Helps promote students' good behaviour and discipline through positive interactions with the students' and participates fully in strategies agreed as part of any students' positive handling plan, including physical interventions.
 - 13.** Use a range of social media pathways to develop St Hugh's school communication strategy to publicise and promote student experiences.
 - 14.** Administer medication (Including invasive), and therapy programmes following clearly defined LA/school procedures and follows basic first aid procedures as necessary.
 - 15.** Solution focussed activities supporting professionals and parents issues of concern and positive feedback about the pupil's welfare and achievements.
 - 16.** Implement routine and emergency invasive care strategies, as determined after appropriate risk assessment and training.
 - 17.** Assists students' with personal self-care.
 - 18.** Assists with general administration and supports classroom management, including creating learning materials.
 - 19.** Provide written feedback of student progress against outcomes as required for EHC reviews and annual reports.
 - 20.** Travel between sites (e.g. school, community venues, community wellbeing hubs, work placement providers) to fulfil duties.

Knowledge, Skill and Experience Required:

- In-depth knowledge, understanding and skills in relation to their specialist area of expertise, e.g. work related learning, Gatsby Benchmark.
- Communication skills, including knowledge of visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills
- ICT Capability
- Knowledge of normal child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of students
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, in students' personal care routines and in moving and handling students with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures
- Use necessary data systems in order to complete processes for students to access work related learning

Creativity and Innovation:

- Monitors and is responsive to students learning and behaviour at all times by making adjustments to activities where necessary.
- Monitors and is responsive to students personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of students, needs and responses to learning contributes actively to the planning and review of the differentiated curriculum, work related learning programmes and personal handling plans/positive handling plans by recommending changes in targets or provision to the teacher.
- Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
- Attend when necessary outside of school hours. E.g. presentation evenings
- To identify opportunities for enterprise activity

Decision Making:

- Responds to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff
 - Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of student's behaviour becoming disruptive or dangerous.
 - Recognises when it is necessary to make adjustments to planned activities in order to enable a student to access the curriculum fully and make progress
 - Takes action to meet students personal needs as they arise to avoid undue physical or mental stress
 - Responds appropriately to students' attempts to communicate needs.
 - Communicate information effectively to teachers, other professionals and parents whenever the need arises
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Contacts and Relationships:

Teachers

- contribute to their planning, teaching and assessing the curriculum; daily

Students

- Enable access to the planned curriculum and meets personal and social needs; daily.
- Provide information and advice to enable students' to make choices about their own learning.
- Establish productive working relationships with students acting as a role model and setting high expectations
- Encourage students to interact and work cooperatively with others
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Implement invasive care strategies: daily.
- *Implement emergency invasive care strategies: as needed.*

Leadership group of the school

- takes part in departmental or whole school meetings; weekly/ termly
- Report as and when needed to the senior leadership team.

Other staff

- work in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers; daily

Other Professionals

- provide professional development opportunities/support in relation to their specialist area of expertise: as required
- Liaise with employers and other professionals to establish and maintain relationships.

Parents

- Discusses student progress and needs through communication either in the home-school journal, by telephone or through face to face contact.

Responsibility for Resources:

None

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Implements actions in relation to specialist area of expertise: as required.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

Physical Demands:

Sits for lessons with students' but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting pupil's personal care needs, when taking students' for off-site educational visits, when supporting students' in work related learning programmes, when students' embark onto and disembark from home-school transport.

May be involved in physical interventions with students'; following LEA-approved Team-Teach techniques.

Moves and handles students' with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessments.

May have to make decisions about when to administer emergency invasive care strategies to prevent pupil being at risk of harm.

Working Conditions:

Works in classrooms and community wellbeing hubs. These can be warm and students' and other service users can be noisy.

May be involved in outside activities (e.g. on sports field, supervision on playground, work placements in horticulture) and off-site educational activities in all normal weather conditions.

Work off-site in a range of settings in order to support pupil's work related learning programmes.

Work Context:

Possible of verbal abuse and physical harm from a minority of students' and members of the public who behave aggressively.

Injury from moving and handling students' with physical disabilities and caring for and working with small children if not following relevant training...

Exposure to bodily fluids when assisting incontinent children with their personal hygiene.

Possible infection when dealing with unwell children.

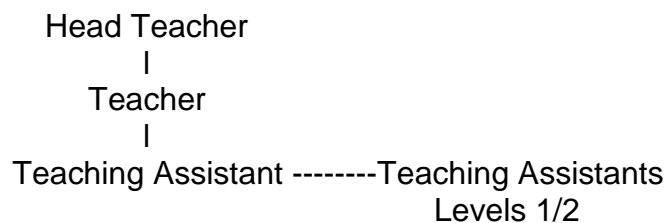
Position in Organisation:

Indicate how many staff the post is directly accountable for:

Are posts supervised in more than one location? No

Is the supervision shared with another post in the structure? **Yes** No

Please indicate which post(s) NOT APPLICABLE



Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description

Date copy sent to Post holder