



Special Educational Needs and Disability Department Humanities Teaching Assistant

At Henry Cort Community College, we aim to ensure that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need, disability or academic ability.

The SEND Department consists of a Special Educational Needs Co-ordinator (SENDCo), 4 Higher Level Teaching Assistants (HLTAs), 2 Emotional Literacy Support Assistants (ELSAs) and 7 Teaching Assistants (TAs). They provide in-class support and targeted interventions for students on the Special Educational Needs Register. These students have a range of learning difficulties.

Some TAs are allocated to specific subjects; others support individual children as they move from lesson to lesson depending on their individual needs.

The department has several dedicated teaching rooms. These are used for small group work and the delivery of targeted one to one interventions.

The successful applicant will be able to work in collaboration with other TAs under the guidance of the head of faculty, classroom teachers and SENDCo. Some TAs work with children on an individual basis where work is provided.

There is a need for confidentiality and discretion. Suitable appearance in line with the college dress code is essential as is punctuality and good attendance.

The post-holder will have sound literacy and numeracy skills and will have achieved at least a Grade C GCSE in both English & Mathematics. Ideally, you will have a degree in a humanities subject – RE/History/Geography/Citizenship. You will also need to have a pleasant, encouraging manner and be able to cope with the atmosphere of a busy secondary college.

The college has an active house system. All Teaching Assistants are a member of one of our houses and a co-tutor with another member of staff and are expected to attend Meet the Tutor and Open Evenings.

The college values its support staff and seeks to appoint persons of a high calibre. If you have a degree, as part of the college's commitment to continued professional development, this is an ideal way to embark on a career in teaching. If this is of interest to you, please raise it at interview.

Please complete the application form and explain how you are suited for the post. Thank you for your interest.

Mr B Parker
SENDCo



TEACHING ASSISTANT

ESSENTIAL	DESIRABLE
Professional experience with children	Learning support experience
GCSE Grade C in both English and Mathematics	Secondary school experience
Flexible	Qualified to degree level
Efficient	
Good/accurate record keeper	
Discrete/Confidential	
Able to build good working relationships	
Punctual/Good attendance	
Good role model	
Able to work as part of a team	
Able to work under pressure and be reactive to ever changing situations	
Resilient	



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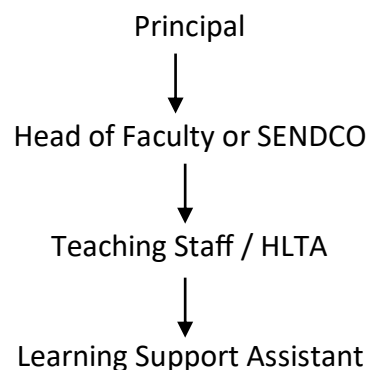
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role profile ref:	02130
Department/Section:	Education (Schools)
Role Title:	Learning Support Assistant
Reports To:	Head of Faculty / SENDCO / Teaching Staff / HLTA
Role Purpose:	To work in partnership with the teacher to foster effective participation of students in the social and academic processes of the school

Section B Organisation



Section C

Accountabilities	Accountability Statements	% of Time
Support for students	<ul style="list-style-type: none"> Working with individual or groups of children, assist in ensuring students are kept on task and complete activities set by teachers Deal with behavioural and special needs issues in conjunction with the teacher 	50
Support for teachers	<ul style="list-style-type: none"> Help implement lesson plans 	15
Support for curriculum	<ul style="list-style-type: none"> Assist the teacher with testing and assessment Review progress of students against learning programmes 	15
Support for the school	<ul style="list-style-type: none"> Implement curriculum policies Detect signs of behavioural issues Work with outside agencies Break time supervision 	15
Corporate and statutory initiatives – equalities / health and safety / e-government / sustainability	<ul style="list-style-type: none"> Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace 	5

Section D – The key decision making areas in the role

- A Level 1 LSA will implement lesson plans, deal with student behaviour and make judgements about student progress/student needs normally in conjunction with the teacher.
- The shape of a Level 1 LSA's work will be broadly determined by the teacher.
- A Level 1 LSA would not normally carry a specific specialist responsibility.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the LSA
- A Level 1 LSA in a Special school will fulfil expert roles in specified areas (e.g. swimming; first aid; buying and/or organising medication) which carry small budget responsibilities (£100s rather than £1000s)
- Written reports required from LSAs are detailed and complicated especially if they are addressing complicated student needs

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – students, other colleagues, teachers, headteacher, special needs governor, other members of governing body
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors,

specialist groups on educational visits, students, escorts, police

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Section G - Working conditions – environment, and physical effort or strain

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Skilled in restraint techniques for dealing with difficult children
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Section H - Context/additional information

- It has a high confidentiality component and needs to hold the trust and confidence of both the students and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The postholder's working hours require constant student contact and there is no provision for attendance when children are not there.
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.

PROGRESSION IN ROLE**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with students and sympathetic to their needs
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section J – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

6-8 months

Induction 3-6 months

- attendance at LEA induction course for LSAs or equivalent
- “shadowing” experienced LSA in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements

- approach towards student discipline and behaviour
- relationship between and respective responsibilities of teacher and LSA
- professional relationships between staff and students
- support from “mentor” LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record student progress
- Competent in working with group of students with some supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession (especially in Special Schools) of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging students

04.08.06