

## Keyworker / Teaching Assistant

<b>Department:</b>	Children, Young People, Education and Skills
<b>Section</b>	Education
<b>Reports to:</b>	Classroom Teacher / Manager / Head Teacher, Primary and Secondary Schools
<b>JE Ref:</b>	CYP1014
<b>Grade:</b>	TAF05/CS05
<b>Responsible for</b>	Supporting access to learning for students.

### Job purpose

To provide the teaching staff with appropriate support in the planning, implementation and monitoring of education programmes to enable access to learning of students and to assist the teacher in the management of students and the classroom.

Where appropriate to provide the teaching staff with support in the planning, implementation of special educational programmes to meet the needs of individuals or small groups with special educational needs.

To support the physical welfare of the students both in an integrated and extraction situation and supervise medication as prescribed by a physician.

To encourage children to treat each other with respect and to follow the schools behaviour policy at all times.

### Job specific outcomes

Plan individual programmes against learning objectives, feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Observe and monitor the development of specific students, recording appropriately and applying this knowledge to future planning.

Providing learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.

Supervise and provide particular support for students including those with special needs ensuring the safety and access to learning activities in line with the curriculum.

Assess record and report on development, progress and attainment as agreed with the teacher. To supervise the students in planned activities within the curriculum areas in the manner best suited to the individual needs.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Attend to the students personal needs, and implement related personal programmes, including social and emotional wellbeing, health, hygiene and welfare matters. Care for sick, distressed and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy.

Plan and evaluate specialist-learning activities, with the teacher, writing reports and records as required. Select and adapt appropriate resources and methods to facilitate agreed learning objectives.

To support and develop partnerships with parents, liaising with them, with the support of the teacher in charge and lead teaching assistant, to ensure consistency in approach for the students.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate.

## Person Specification

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p><b>Qualifications</b>  <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Numeracy and literacy skills equivalent to Level 2            NVQ level 2 or equivalent in childcare, or experience and commitment to work towards.            Appropriate First Aid qualification.</p>	
<p><b>Knowledge</b>  <i>This relates to the level and breadth of practical knowledge <b>required</b> to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Child Protection training.            Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation.            Working knowledge of curriculum and other relevant learning programmes / strategies.            Knowledge of child development and learning.</p>	
<p><b>Technical / Work-based Skills</b>  <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Training in the relevant strategies eg SEBD literacy and/or in particular curriculum or learning areas eg bilingual, sign language level 1, signed English, and signed supported English, Makaton, Spell 1 and 2 and a commitment to further training relevant to this role.</p>	
<p><b>General Skills/Attributes</b>  <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>		<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.            Relevant training in physical intervention for students who may require assistance learning when in a state of anxiety.</p>
<p><b>Experience</b>  <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Experience of working with or caring for children of relevant age.            2 years experience of working with students.</p>	