

**Advanced Educational Teaching Assistant
Additionally Resourced Provision**

Junior Phase (KS2)

This post is sited in the Additionally Resourced Provision within Netherhall Learning Campus which provides support for children with complex communication and interaction (CCI) needs, their families and designated local mainstream schools.

This role is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted children and where appropriate ensure smooth transition of children to their designated local school.

This role includes assessing and identifying need, organising and providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional wellbeing, whilst raising self-esteem and encouraging independence.

This role will involve organising, delivering and evaluating support for children with complex needs on a one to one and small group basis either in or out of the classroom or specialist provision base. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.

Outcomes – Role Specific

- Families / carers of children receiving support from the specialist provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families and schools are provided with support and advice to achieve positive outcomes and meet needs
- Schools and other external agencies are supported as appropriate in the assessment of children's needs, in developing effective support strategies, and in the implementation of additional needs and other plans
- Appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication
- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant
- Regular information is provided to the Headteacher and the LA on the effectiveness of the provision
- The latest materials, resources and approaches are researched in order to best meet the needs of children
- ETAs and Senior ETAs within the ARP are given clear guidance and leadership

Outcomes - Generic

- Children are able to play a full part in school, community and family life
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- Staff maintain high expectations of all children to achieve as well as possible
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests
- Information Communication Technology (ICT) is used effectively to support learning activities

- Children's competence and confidence is increased as a result of staff encouragement and feedback
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes of interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Head Teacher/Local Authority (LA). This may include shadowing, attending at training courses, participating in coaching and discussion with colleagues
- Positive and quality working practices are in place with host schools
- The Specialist Provision and school policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder

Miscellaneous

You will be expected to carry out your duties in line with the School's policies, procedures, relevant legislation and requirements of the Specialist Provision Service Level Agreement. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through Council and school communications.

As part of your wider duties and responsibilities you are required to promote and actively support the school/local authority responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

Person Specification

Achieving Results		
Definition: Delivering the service to agreed standards through the effective use of resources		
Examples of key actions	Where identified	Rank
Performs in a consistent and effective way reflecting on own/team performance	Application Form Selection Process	A
Learns from and corrects mistakes where necessary		A
Meets required individual, team and service objectives		A
Continuous Improvement and Change		
Definition: Considering ways of doing things better, and responding positively to change		
Examples of key actions	Where identified	Rank
Adapts own and team/organisational ways of working as appropriate	Application Form Selection Process	A
Is positive about change and encourages others to adapt to and implement change		A
Actively seeks others suggestions, & puts forward own constructive ideas on improving customer service		A
Considers and translates suggestions into practical ways of improving services		A
Customer Focus		
Definition: Ensuring the customer receives the right service		
Examples of key actions	Where identified	Rank
Encourages the collection of customer feedback & uses feedback to monitor own & team performance	Application Form Selection Process	B
Ensures that the service is delivered in a friendly, professional and responsive manner		A
Ensures that the team deals with customer complaints and compliments effectively		B
Communication		
Definition: Communicate effectively to encourage good working relationships internally and externally		
Examples of key actions	Where identified	Rank
Is approachable, open and constructively manages barriers to effective communication	Application Form Selection Process	A
Presents a positive image of themselves & improves communication through the use of communication skills		A
Keeps accurate and complete records consistent with legislation policies and procedures		A
Leadership		
Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation		
Examples of key actions	Where identified	Rank
Understands how their role and team's role links to wider service and council objectives	Application Form Selection Process	A
Motivates others to gain their commitment		B
Personal Effectiveness		
Definition: Managing your own workload effectively to achieve agreed levels of performance		
Examples of key actions	Where identified	Rank
Understands their own & team or organisational area requirements & their contribution to them	Application Form Selection Process	A
Contributes to their own personal development		B
Team Working and Partnership		
Definition: Working co-operatively with others to achieve agreed objects		
Examples of key actions	Where identified	Rank
Treats people with respect and fairness, encouraging others to do the same	Application Form Selection Process	A
Leads, contributes and participates in team planning and encourages others to do so		B
Builds relationships within the team and with colleagues and partners		A
Provides regular feedback to the team both positive and negative		A
Identifies and with support resolves team problems and issues in a timely manner		A
Technical Competencies		
Specific requirements for this post	Where identified	Rank
Good general education with GCSE equivalent in maths and English	Application Form Selection Process	A
Willingness to undertake further training and qualifications		B
Knowledge of CAF and safeguarding procedures		B
Knowledge of SEN, inclusion and equalities procedures, legislation and relevant guidance		A
Experience in CCI		B
Ability to manage difficult conversations and meetings		B

Experience		Rank
Mainstream and/or special school support experience in the relevant key stage(s)	Application Form Selection Process	B
Experience of working with children with complex needs		A
Experience of working closely with families		A
Experience in leading & modelling and developing effective classroom practice with other staff		B
Managing and Developing People		
Definition: Managing and developing individuals to maximise their contribution to service delivery		
Examples of key actions	Where identified	Rank
Acts as an excellent role model for other practitioners	Application Form Selection Process	A
Ability to coach, support and train staff in other schools		A
Ability to line and performance manage staff		B

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview