

Early Years and Childcare

Specialist Teaching Assistant , Early Years SEND Support Team

Job Description and Person Specification

Job Description

Job Title:	Specialist Teaching Assistant
Department:	Early Years and Childcare
Function:	
Team:	Early Years SEND Support Team
Post number:	CT0176
Grade:	LBR05
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	29 hours / 39 weeks
Base location:	Ray Lodge CRC
Reports to: <i>Job title</i>	Team Lead, Specialist Assessment and Advisory Team
Responsible for: <i>Job titles of direct reports</i>	None

Role purpose and role dimensions: <i>Overview of the job</i>	To promote and support inclusion of young children who have complex learning or social, emotional and behavioural needs in their mainstream setting To offer practical advice in planning appropriate activities and interventions and model strategies and best practice for early years practitioners To contribute to the data collection and reporting processes To carry out all duties in accordance with the Local Authority's equal opportunity policy and equality impact assessment To undertake any other duties that are deemed commensurate with the role <u>Support for children</u> Under the guidance of an advisory teacher from the service: - • Use specialist knowledge and strategies to support individual or small groups of children. • Assist with the development and implementation of Individual Education Plans (I.E.P.s) and behaviour support plans. • Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and needs, including I.E.P. targets. • Use specific recognised and agreed learning strategies to support learning, e.g. PECS, TEACCH and Makaton to assist children to access the curriculum. <u>Support for the Teacher</u> • Provide objective and accurate feedback and reports as required by an advisory teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Be responsible for record keeping and contributing to the development of effective planning and record keeping systems. • Carry out initial assessments (in line with Service procedures). • Provide general clerical support, e.g. ensuring specific paperwork is available and up to date. • Develop and make appropriate resources to support individual learning styles. <u>Support for the Team/School</u> • Be aware of and comply with policies relating to child protection, safeguarding, health and safety and security, confidentiality and data protection, reporting all concerns promptly to an appropriate person in the School and the Service. • Contribute to the general ethos, work review and aims of the Service, ensuring effective communication of such to schools. • Establish effective working relationships and communication with a range of professionals within the Service, schools and across the Local Authority. • Attend and participate in regular meetings within the Service, including training. • Contribute to the training of new LSAs when handing over to school staff. • Contribute to parent support groups. The role will require visiting settings across the local authority and locations will change regularly.
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Key external contacts: <i>Organisations</i>	Early years settings including settings, schools, parents and third-party organisations
Key internal contacts: <i>Job titles or groups of staff</i>	Colleagues within the Early Years SEND Support Team Colleagues from social care and health services Educational Psychology Service SENDATS
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	None
Key areas for decision making:	Working with early years colleagues on support arrangements for children with SEND Supporting the delivery of training programmes alongside EYSEND service and other A&I staff
Other considerations: <i>E.g. working patterns</i>	

Key accountabilities and result areas:	Key elements:
Developing and maintaining appropriate policies and procedures	This will involve: 1. Maintaining appropriate records.
Data management	This will involve: Working with team members on uploading relevant data.
General accountabilities and responsibilities	
Green Statement	This will involve: Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.

Data Protection/Confidentiality	This will involve: ▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	This will involve: ▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of retribution.
Safer Working	This will involve: ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	This will involve: ▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	This will involve: ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	This will involve: ▪ Being responsible for your own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the team	This will involve: ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.
Flexibility	This will involve: ▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within the grading level and competence of the post.

Person Specification

Job Title:			
	Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important	A - I - T	Weighting
Minimum education/ qualifications:	NVQ Level 3 for Teaching Assistants or equivalent qualifications or experience.	A, I	3
	Evidence of personal continuous professional development (desirable)	A, I	2
Minimum experience/ knowledge/ skills:	Experience of supporting children with additional needs in a learning environment	A, I	3
	Knowledge of EY and SEND legislation and awareness of good practice in SEND and early years	A, I	3
	Experience of working with children with special needs/disabilities within the EYFS	A, I	3
	Training in relevant strategies, e.g. Makaton, PECS.	A, I	2
	<u>Knowledge and Skills</u>		
	Good numeracy and literacy skills.	A, I	3
	Effective use of ICT to support learning and make specific resources.	A, I	3
	Use of other technology, e.g. video and digital camera etc.	A	2
	Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation, e.g. the Foundation Stage Guidelines.	A	2
	An understanding of child development and learning processes.	A, I	3
	Ability to relate well to children and adults.	A, I	3
	Work constructively as part of a team; understand school and service roles and responsibilities and work within these.	A	3
Minimum behaviours: Customer service	Focus on customer service	I	3
	Having a 'can do' approach	I	3
Communicating and influencing others	Good communication and interaction skills	I	3

Working together	A strong team player	I	3
	Contribute to planning whilst taking directions	I	3
	Willingness to take responsibility for decisions	I	3
Analysis and judgement	To liaise with advisory teacher in determining next steps	I	3
Driving improvement	Commitment to service improvement (or equivalent)	A, I	2
	Willingness to change practice in light of events e.g. adapting support arrangements in a timely manner, following advice	I	3
	Commitment to undertaking CPD opportunities	A, I	3
Adaptability	Creative and flexible approach	I	3