

Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Teaching Assistant	Grade: Scale 3
Section: WSSS – Willow Hearing Support Centre	Directorate: Children’s Services
Responsible to following manager:	Responsible for following staff: N/A
Post Number/s: WE2103-RWC9140420199	Last review date: July 2023

Working for the Richmond & Wandsworth Better Service Partnership

We’re Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children’s services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We’re here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That’s why, at Richmond & Wandsworth Better Service Partnership, you’ll be at the forefront of innovation in local government, and we’ll invest in you and offer you opportunities to grow in a way only our unique organisation can.

Job Purpose

Responsible, under the direction and instruction of the teacher or line manager, to support the overall teaching and learning of pupils with hearing needs and/or other learning needs; including the physical, academic, and general care of pupils who have moderate or profound deafness. Willow Hearing Support Centre is based within a mainstream primary school in Tooting. It caters for deaf children aged 3-11. Children accessing the centre use written and oral English as their primary form of

communication, and use hearing equipment, such as hearing aids or cochlear implants, to help them to access sound.

Specific Duties and Responsibilities

- Support pupil(s) personal, social, emotional, physical well-being
- Supervise and support pupil(s) always ensuring their safety and access to learning.
- Ability to encourage and build / maintain good relationships with pupil(s) and their families, acting as a role model and being aware of and responding appropriately to individual needs.
- Offering tailored support and guidance to pupil(s) in line with their Educational Health and Care Plans.
- Work collaboratively with other professionals such as specialist teachers and other professionals to meet the outcomes specified on their plan(s).
- To work with staff at the Willow and at the host school to provide a positive and holistic learning experience for the pupil(s)
- Keep records of pupil(s) behaviour, attainment, assessment, and learning.
- Support the pupil(s) in a mainstream class setting, as well as during 1:1 and small group intervention activities.
- Provide verbal and written feedback to parents and professionals around areas of learning in line with the provision of the EHCP and other key meetings.
- Contribute to progress and review meetings as required and in line with the grade and responsibility of the role.
- Attend any required specific training relating to the education and care of pupil(s) in your care. Contribute to the development and growth of the Willow HSC.
- Encourage pupil(s) to act independently, as appropriate on an individual basis.

SUPPORTING PUPILS ACCESS LEARNING AND THE CURRICULUM

- Support pupil(s) who may have profound and multiple needs and who are deaf or have a moderate to profound hearing loss in undertaking all curriculum activities as planned and directed by the teacher(s).
- Support teachers / therapists / pupils to implement therapy programs in a holistic way throughout the school day.
- Support pupils to understand instructions in appropriate ways. This could include, but are not limited to, simplifying language / BSL signing / using picture symbols / using objects of reference.
- Assist pupils in using specialist ICT and assisted technology for learning and communication purposes.
- Support pupils in physical activity and in play

- Be an advocate for the pupil(s) in your caseload.
- Undertake pupil record keeping as requested — writing / videoing / photographing.
- Gather and report information from and to parents or carers as and when directed.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.
- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.
- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

General

- Work to school's policies and procedures, particularly regarding equal opportunities, health and safety and confidentiality
- Always demonstrate professional accountability.
- Practice within the professional codes of conduct
- Any other duties commensurate with the post and grade that may be required by the Head of Wandsworth Sensory Support Service, Teacher in Charge - Willo

Additional Information

<i>Safeguarding</i>	<p>Be fully aware of and understand the duties and responsibilities arising from the Children’s Act and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.</p> <p>Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role.</p> <p>Ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection</p>
<i>Leadership</i>	To work under overall supervision of the Teacher in Charge
<i>CPD</i>	Commitment to own personal development and to undertake mandatory training as required
<i>Teaching and learning in support role</i>	To undertake a planned programme of teaching and support as agreed with the Teacher in Charge
<i>Service and Self Review</i>	Participate in the Service’s Self Review of performance. Review methods of effective teaching and learning
<i>Behaviour / Risk Management</i>	Work with other colleagues to always ensure safety of both workers and users
<i>Supporting other colleagues</i>	Take instruction and Support Class teacher in the class
REVIEW	This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

Person Specification

Job Title: SEN Teaching Assistant	Grade: Scale 3
Section: WSSS- Willow Hearing Support Centre	Directorate: Children’s services
Responsible to:	Responsible for: N/A
Post Number/s: WE2103-RWC9140420199	Last Review Date: July 2023

Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

Person Specification Requirements			Assessed by A/I/T/C (see below for explanation)
Knowledge	Essential	Desirable	Assessed
General knowledge of the EYFS, KS1 and KS2 curriculum		X	A/I
Basic understanding of childhood development		X	A/I
Experience	Essential	Desirable	Assessed
Previous SEN experience working with or caring for children and young people.	×		A/I
Experience of working with children aged 3-11	×		A/I
Ability to use of basic technology — computer, video, digital cameras photocopier etc	×		I
Knowledge/ understanding of issues that may face people with disabilities	×		I

Experience of working with children with a wide range of challenging behaviours	×		I
Exceptional awareness of the principles of safeguarding and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people	×		I
Specialised knowledge of working with pupils who are deaf or have sensory needs		×	A/I
Previous experience working in the educational Environment		×	A
Skills	Essential	Desirable	Assessed
Ability to establish constructive relationships with pupils and working as part of a team, as well as the ability to build a rapport with a key child and their family.	×		I
Ability to communicate effectively with families / carers, team members, Manager, and external agencies	×		I
Knowledge/ understanding of issues that may face people with disabilities	×		I
An understanding of the needs of vulnerable people	×		I
Ability to work effectively as part of a team	×		I
Ability to summarise and record information in a way that can be readily understood by others.	×		I
Ability to be patient, calm and flexible always	×		I
Willingness to complete training on sensory awareness		×	I
Qualifications	Essential	Desirable	Assessed
Basic Literacy and Numeracy qualifications	×		A/I/C
Good command of English — both verbal and written	×		A/I
Relating to specialist approaches that maybe used in school e.g., Manual Handling / Makaton signing / British Sign Language		×	A/I/C
Basic First Aid		×	A/I/C

A – Application form / CV
I – Interview
T – Test
C - Certificate