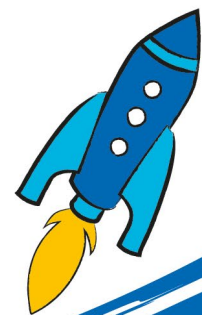


Specialist Teaching Assistant

Candidate Briefing Pack



Dear Candidate

Thank you for your interest in becoming our new Specialist Teaching Assistant at The Children's Trust.

The Children's Trust is the UK's leading charity for children with brain injury. We are unique, with an international reputation for the work we undertake to improve the lives of the children and families with whom we work. We provide information and support to thousands of children with brain injury and their families annually, through education, care, therapy and research. We provide expertise and experience in meeting the needs of children and young people with acquired brain injury, neuro-disabilities and complex health needs.

As a Specialist Teaching Assistant, you will be reporting to the class teacher.

Your role will be:

- To support an integrated and holistic approach to education, health and care.
- To work under the direct supervision of an allocated teacher
- To support access to learning and provide general support to the teacher in the management of pupils in learning opportunities.
- To assist the teacher in providing relevant support for pupils with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex therapeutic, medical and health needs.

You will be a natural and enthusiastic leader able to provide challenge and support to a high performing team.

This is a chance for an outstanding candidate to make a significant and lasting difference to the lives of thousands of children and families.

Kind regards



Headteacher

The Charity

The Children's Trust is the UK's leading charity for children with brain injury and neurodisability.

The charity provides rehabilitation, medical care, special education, community services and expert information.

Our key services are:

- Rehabilitation for children with Acquired Brain Injury (ABI)
- A non-maintained special school, with associated residential houses for children with complex education, health, therapy and care needs
- Support for children with ABI and their families in the communities across the UK, through our Brain Injury Community Services.
- Online information and support via our publications and braininjuryhub.co.uk

Our residential services based at our national specialist centre in Tadworth, Surrey, work in partnership with the NHS and local authorities to provide a step-down pathway of care between hospital and home. The centre is entirely child and family focused to ensure that their needs are appropriately supported.

In the community, we provide clinical support to complement local services and give children and young people with ABI the best chance of succeeding at home and in school.

We are the only paediatric centre with a national specialised commissioning contract (through NHS England) to provide brain injury rehabilitation for children with severe brain injury. Our other services are funded through local health commissioners (such as clinical commissioning groups), social care and education authorities, together with the millions raised through voluntary fundraising.



Thanks to the generosity of The Children's Trust's supporters, our 24-acre Tadworth site features a modern hydrotherapy pool, accommodation for parents, specially adapted equipment, soft play areas.

We run a non-maintained special school for children with complex education, health, therapy and care needs with associated residential houses. The Children's Trust School supports children and young people from 2 - 19 years old and is dual-registered with the Care Quality Commission (the school residential houses) and Ofsted Education.

The Children's Trust is a charitable organisation with approximately 750 committed staff and over 1,000 volunteers with a range of expertise across nursing and care, education, therapy, operations and centralised support functions such as finance, HR, fundraising and communications. A number of these staff are based off site around the UK in our charity shops.

The Children's Trust School

Children's Trust School our aim is to provide **high quality education** and **expertise** to meet each pupil's **individual special needs** and to **celebrate** all achievements in a happy environment.

As a non-maintained special school, we pride ourselves on seeing each individual as a **'whole'** and delivering **integrated, holistic education**, therapy and care for pupils with profound and multiple learning difficulties. We provide education for **day** and **residential** pupils aged 2-19 years old. For children with disabilities aged 0-5 years we also offer **'Taddies'**, a weekly **parent** and **child** group that offers **support** and planned opportunities to learn through sensory **play** and **fun!**

We offer **individualised learning opportunities** relevant to each pupil to support the development of their **communication**, language and literacy skills, their cognitive development, **physical skills, environmental control** and **social, emotional and personal well-being**. We focus on developing pre-intentional learning to intentional and formal stages with an aim of supporting pupils to develop a **sense of agency** and understanding of the world around them.

Our services include **play therapy, music therapy, physiotherapy, occupational therapy, speech and language therapy, paediatric nursing** and access to **health services** including **GPs, consultants** and **clinics** such as orthotics. We aim to provide the best educational opportunities and unparalleled expertise in order to deliver significant outcomes.

Want to find out more?

[Visit thechildrenstrust.org.uk/school](https://thechildrenstrust.org.uk/school)

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Registered charity number 288018.



thechildrenstrust.org.uk

Registered charity number 288018. A company limited by guarantee registered in England and Wales number 1757875.
Registered office: Tadworth Court, Tadworth, Surrey, KT20 5RU.

Job Description

Job Title	Specialist Teaching Assistant
Reports to	Deputy Headteacher
Direct reports	Teaching team
Level	STA
Location	Tadworth, Surrey
Salary	£23,400 - £27,693 (dependent upon experience)
Hours of Work	37.5hrs per week
DBS	Enhanced with Children's & Adult's Barred List

Job Purpose

Your role will be:

- To support an integrated and holistic approach to education, health and care.
- To work under the direct supervision of an allocated teacher within a class team
- To support access to learning and provide general support to the teacher in the management of pupils in learning opportunities.
- To assist the teacher in providing relevant learning opportunities for pupils with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex therapeutic, medical and health needs.

You will work within The Children's Trust School, and may be required to work in a single class or in different classes in order to meet the needs of all pupils.

Duties and Responsibilities

STL1 – Provide support for Learning Activities set by Class teacher & Senior Specialist Teaching Assistant

- To support learning activities for individual, groups or whole classes of pupils, leading activities under the direction of the teacher or Senior Teaching Assistant supporting the teacher in their delivery of lessons.
- To demonstrate our School Ethos and Pupil Charter throughout the School day.
- Holistically integrate education, health and care needs.
- Evaluate and record procedures for learning activities.
- To know individual learning targets for each pupil in the group(s) and take specific action to enable individual pupil goals be achieved.

- To attend to the general care, maintenance and storage of classroom equipment.

STL 2 – Support Children’s Development

- Observe pupils, sharing observational findings, contribute to the implementation of activities to support development.
- Actively contribute towards record-keeping particularly in respect of pupil learning, therapeutic interventions, behaviour management, child protection and any other specific programme set up for individual pupils by the teacher / Senior Specialist Teaching Assistant / Therapist.

STL 3 – Help to keep Children Safe

- Undertake annual safeguarding training.
- Adhere to the school’s Safeguarding and Child Protection procedures and policies. Recording incidents pertaining to pupil safety, including for illness, accidents and incidents, accepting that Safeguarding is everyone’s responsibility and that ‘it could happen here’.
- Read relevant documentation / mandatory reads in relation to Keeping Children Safe In Education.
- Report any signs and indicators of possible abuse, being sensitive to the child/young person and circumstances, Identifying, report and record changes in behaviour and physical signs.
- Be aware of and follow plans, risk assessments and record keeping pertaining to individual pupils, including care plans, health care plans, feeding plans, moving and handling and behaviour management plans, actively engaging in relevant training and competencies offered to ensure that you are able to support in keeping all pupils in the class safe.
- Ensure safe transport for all pupils in the class for off site visits.

STL 4 – Contribute to Positive Relationships

- Interact with and respond positively and professionally, to pupils and adults, including colleagues, other professionals and parents/ carers at all times.
- Work collaboratively as part of a class and wider School and organisational team.
- Actively support change where it is required to improve the teaching, learning and meeting of our pupils needs.

STL 5 – Provide Effective Support for your Colleagues

- Work effectively as a team member, being aware of and providing support to colleagues when needed.
- Embrace training and competencies to ensure that all staff in a class team are able to support each other.
- Complete all ‘Universal level training’.

STL 6 / STL 39 – Support Literacy and Numeracy Activities, Communication and Interaction Needs

- Support the delivery of appropriate communication, language and literacy as well as the learning targets related to cognition to individuals, small groups and whole classes of pupils, providing accurate support and feedback to the teacher and pupils.

STL 7 / STL 8 – Support and use Information Communication Technology (ICT) for Teaching and Learning

- Prepare commonly used ICT for use in lessons and be aware of and be able to use hardware and software commonly used in the school.
- Be aware of individual pupil's specific needs as assessed by teachers and therapists and apply relevant recommendations.
- Support the delivery of lessons including ICT to individuals, small groups and whole classes of pupils.

STL 9 – Observe and Report of Pupil Performance

- Against intended learning targets be able to observe and complete assessments with teaching support.
- Support the class teacher in providing evidence (observational notes, photographs, videos) presenting in the appropriate format to assist the evaluation of evidence relating to the pupils' stage of development.
- Be able to clearly explain and answer questions / justify your evidence of pupil performance to the teacher.
- Observe school policies and procedures for confidentiality of information about pupils.

STL 10 – Support Children's Play and Learning

- To promote and support age-appropriate play for pupils.
- To supervise and actively encourage play and leisure activities during playtimes taking an active role in the organisation of play, leisure and recreational activities.

STL 11 – Contribute to supporting Bilingual / Multilingual Pupils

- When applicable be aware of the first language of pupils and their parents.

STL 12 / STL 38 – Support a Child with Disabilities or Special Educational Needs and Their Families

- Be confident in each of the pupils needs in the classroom and the relevant strategies that are required to support them.
- See the pupil as a 'whole' and integrate their education, health and care needs throughout their day.
- Support pupils with communication and interaction, cognition and learning, behaviour, emotional and social development needs and pupils sensory and/or physical needs.

STL 13 – Contribute to Moving and Handling Individuals

- Follow agreed Moving and Handling plans as prescribed by therapists undertaking relevant training and competencies prior to do any of the below:
- Carry out moves and changes of position taking account of the individual's needs, preferences and their advice on the most appropriate methods and equipment.

- Use moving and handling methods appropriate to the individual's condition, your personal handling limits and the equipment available.
- Move and change individual's positions in ways which minimise pain, discomfort and friction and maximise the individual's independence, self-respect and dignity.
- Observe, record and immediately report any significant changes in the individual's condition when you are moving them.
- Record details of methods of moving and handling which the individual finds acceptable according to legal and organisational requirements.
- Undertake therapeutic programmes that have been developed by physio and occupational therapists.

STL 14 – Support Individuals during Therapy Sessions

- Receive relevant training from therapists and then implement training and competencies throughout the pupils' day.
- Be able to articulate the purpose of programmes and ensure their delivery in an integrated way.
- Work with individuals to identify the effectiveness of the therapy sessions on their health and social well-being.
- Check observations with appropriate people and against agreed outcomes.
- Identify any issues or problems in relation to the therapy sessions and work with individuals, key people and others to identify and agree changes to the therapy sessions.
- Record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements.

STL 16 – Provide Displays

- To produce and maintain displays in accordance with the school's Display Policy.
- To ensure that Information Governance and Confidentiality is applied to any information that you are privy to.

STL 19 / STL 37 / STL 41 – Promote Positive Behaviour

- Highlight and praise positive aspects of pupils' behaviour appropriate to the individual.
- Recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems.
- Encourage the team to support pupils consistently and regularly review their own behaviours to model intended outcomes.
- Provide feedback to relevant people on progress made by any pupils with a behaviour support plan in line with the school's Behaviour Policy.
- Implement individual pupil behaviour management programmes if required.

STL 31 – Prepare and Maintain the Learning Environment

- Prepare the learning environment to meet the needs of individual pupils.
- Support the teacher in the preparation of resources needed for lessons by gathering and appropriately positioning them for access.

- To ensure that pupils are in the right place at the right time in the right clothing with the appropriate equipment in the correct position.

STL 40 – Support Pupils with Cognition and Learning Needs

- Implement agreed strategies to support pupils with cognition and learning difficulties to learn.
- Sequence and structure learning environment and experiences ensuring adequate time.
- Consistently apply visual, auditory, object and tactile cues.
- Provide an appropriate level of assistance to enable the pupil to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills.
- Listen carefully to the pupil and positively encourage him/her to communicate his/her needs and ideas.

STL 42 – Support Pupils with Sensory and/or Physical Needs

- Obtain accurate and up-to-date information about: the nature and level of the pupil's sensory and/or physical needs and apply to the pupil's learning needs, planned learning tasks and activities.
- With support adapt the layout of the learning environment and the equipment used to enable the pupil with sensory and/or physical needs to access and maximise learning opportunities.
- Encourage the pupil to actively participate in learning tasks and activities consistent with his/her developmental level, physical abilities and any medical conditions.
- Ensure that any specialist equipment is used appropriately to maintain the pupil's comfort and maximise his/her participation in learning tasks and activities.
- Give appropriate assistance to enable the pupil to experience a sense of achievement and encourage independence.
- Positively reinforce the pupil's efforts to participate in learning tasks and activities.

STL 43 – Assist in the Administration of Medication

- Apply standard precautions for infection control and other relevant health and safety measures.
- Report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate.
- Be aware of School procedures.
- Contribute to administering and record keeping of medication to individuals in the appropriate manner, using the correct techniques according to the care plan if signed off as competent in doing so.
- Ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete.

STL 4 – Meet their Personal Support Needs

- Attend to pupils' personal care needs as and when necessary ensuring care and dignity at all times.
- Assist with the organisation of refreshments and mealtimes, feeding individual pupils where necessary including feeding by gastric tube after receiving the necessary training.
- Support pupils in the water and assist with swimming and or hydrotherapy programmes.

PDR – Take part in School Staff Development Procedures

- Take part in a performance management programme and work towards specific pupil progress and professional development targets.
- Take part in a staff induction programme and pursue other training opportunities as agreed with the line manager.
- Take part in staff development days, class team meetings, departmental meetings, whole staff meetings and other occasional meetings held in usual working hours.
- To support students and volunteers who work within the classroom from time to time.
- The roles and responsibilities in this job description can be reviewed at any time in order to better meet the needs of pupils.
- All of our Support Assistants will be expected to work with a range of pupils in their class and maybe requested to work with others across the School.

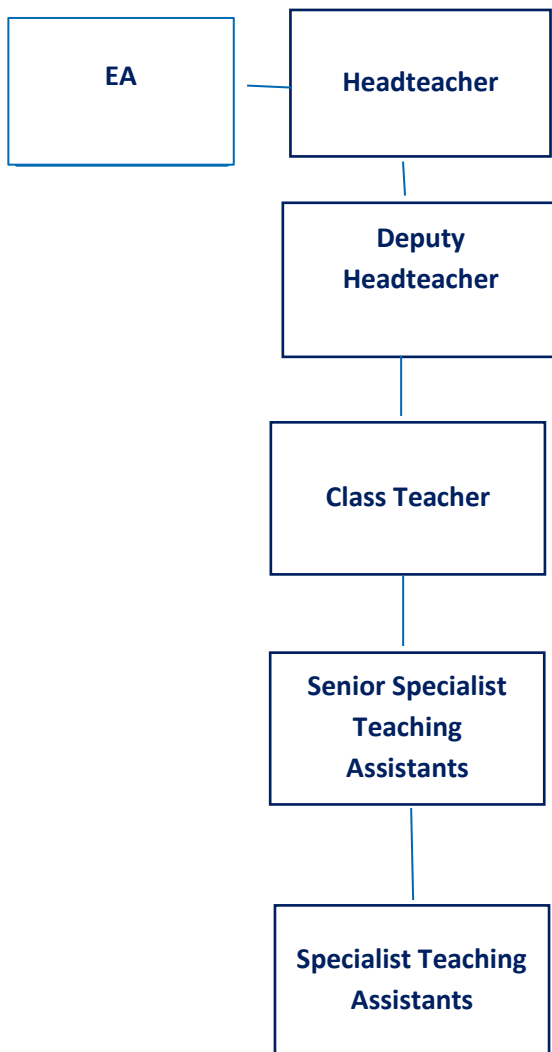
Health and Safety

- Adheres to all health and safety guidelines, including infection prevention and control.
- Provide evidence of a valid NHS Covid Pass or acceptable proof of Covid vaccination or medical exemption and all vaccinations (or medical exemption) required for the post.
- Adhere to manual handling procedures and complete mandatory manual handling training.
- Promotes the health and safety of others.
- Uses the incident reporting and risk assessment system (IRAR), to identify and report risks and incidents/actions if directed.
- Responsible for identifying and mitigating risk within the work environment.

Wellbeing and Emotional Resilience

- Maintains a positive approach and outlook when dealing with change and overcoming challenges and problems.
- Recognises own limitations, develops realistic goals, and uses support network resource when or if necessary.
- Treats challenges and problems as a learning experience.
- Remains organised and focused when under pressure.
- Responds appropriately and

Organisation and Structure



Person Specification

The table below, identifies the National Occupational Standards for Teaching Assistants. In your letter of application, explain concisely your understanding of each of them and your ability to undertake the role; refer to any relevant previous experience that you have to illustrate this.

Safeguarding

National Occupational Standard	Person Specification
STL1	Provide support for learning activities for children with SEN.
STL2	Support children's development.
STL3	Relevant training to keep children safe.
STL4	Develop and contribute to the building of positive relationships with children and young people.
STL5	Provide effective support to colleagues and work as part of a team.
STL6 STL39	Provide support for literacy and numeracy activities, communication and interaction needs for children with SEN.
STL7 STL8	Provide support and use information communication technology (ICT) for teaching and learning of children with SEN.
STL9	Observe and report on pupil performance.
STL10	Provide support to children's play and learning.
STL11	Support bilingual/multilingual pupils.
STL12 STL38	Provide support to a child with disabilities or special educational needs and their families.
STL13	Follow agreed programmes to ensure the safe moving and handling of individuals.
STL14	Provide support to individuals during therapy sessions or classroom-based therapy.
STL 16	Create displays which evidence children's learning.
STL19 STL37	Provide support to promote positive behaviour and ability to contribute to behavior plans.
STL31	Provide support to prepare and maintain the learning environment.
STL40	Support pupils with cognition and learning needs.
STL41	Support pupils with behaviour, emotional and social development needs.
STL42	Support pupils with sensory and/or physical and/ complex health needs.
STL43	Support/train in the administration of medication and medical procedures.
STL4	Meet personal support needs of young people (including toileting, eating, drinking, therapy needs).
PDR	Take active part in school and personal professional development.

The Children's Trust is committed to safeguarding and promoting the welfare of children and young people. To achieve our commitment, we will ensure continuous development and improvement of robust safeguarding processes and procedures that promote a culture of safeguarding amongst our workforce.

The Children's Trust has policies on safer recruitment, the recruitment of ex-offenders and criminal record checks. Please refer to the People Team for further information.

Equity, Diversity & Inclusion

At The Children's Trust we recognise how important it is to have leadership that reflects the children, young people and families that we support. We also recognise that staff, comprised of a range of skills, backgrounds and experiences will help us to better understand the needs of those we support, and how we can best represent their interests.

We, therefore, particularly welcome applications from disabled people, individuals from diverse ethnic backgrounds and those from other under-represented groups.

The Children's Trust is committed to achieving equity, diversity and inclusion (EDI) across all levels of the organisation. For further information, see: <https://www.thechildrenstrust.org.uk/about/statement-equity-diversity-Inclusion>

Our Promises

Our Promises capture our strengths and aspirations. They guide the way we act, interact and come together to achieve our goals. The journey we took to reach our Promises has been an important one. A highly collaborative and iterative process that has seen each word shaped by our people – our volunteers, employees, partners, trustees, and suppliers. Perhaps most importantly, at the core of this process are our children, young people, and their families. This journey has given us a critical opportunity to give children and young people a voice. As a result, our Promises have been genuinely enriched by them. That's because how we work and carry out our role is as important as what we do, and that's why as part of The Children's Trust, we all need to live by our five Promises.

