

Team Manager / Specialist Learning Support Assistant

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Class Teacher / Provision Leader/ SEMH Team Leader / SENCO
Grade	ESSF07
Job number	ESSF1007
JE Date	16/05/2025

Job Purpose

Is Team Manager of a small group of TAs, including undertaking recruitment, selection, performance review & appraisal, training etc. **OR** works within a special school / provision, leading on all aspects of the provision/education plan for a designated group of RON placed pupils.

Create, plan and provide targeted support or specialised support to pupils in all aspects of the curriculum, whilst building relationships with these pupils and their families. Under mutual agreement, this may include working with them within their homes¹.

To work with Inclusion Leads to create, organise, evaluate and support teaching and learning activities for all pupils within a designated group.

A key focus is to undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

Plans, organises and undertakes other related duties to fully support and underpin learning, personal and social development.

Occasionally supervise whole classes during unforeseen, short term absence of teachers. The primary focus during such absences is to maintain classroom organisation and to ensure that learning continues.

Job Specific Outcomes

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| 1. | <p>Manage learning strategies which include the identification of resources required for lessons/activities under the direction of the school leader and undertake at least one of the following:</p> <ul style="list-style-type: none"> a) Provide either 1:1 or small group support to identified pupils; b) Provide support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, Forrest Schools, National Curriculum subject). c) Support pupils not working to the normal timetable, including |
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¹ After the completion of a risk assessment and in compliance with policies and procedures

	<p>offsite.</p> <ul style="list-style-type: none"> d) Work with parents to develop strong relationships between home & school including home visits prior to term commencement. e) Manage the work and development of other classroom support staff. f) Follow individual therapy / care plans which may include lifting, handling procedures and equipment instructions. g) Plan and deliver programmes of support to pupils who are experiencing social, emotional and mental health needs, either on a 1:1 basis or in small groups. <p>Assist in the management and organisation of groups, whether within the curriculum, extra-curricular or during holiday time</p>
2.	Assess, plan, implement and evaluate learning objectives which enhance pupils learning and adapt lessons/work plans as appropriate within agreed systems of supervision.
3.	Review and monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues.
4.	<p>Assist in the development, maintenance of appropriate observation, assessment, planning, procedures, which will involve working with other agencies.</p> <p>Record and report on development, progress and attainment of pupils. Contribute to school reviews and action any recommendations.</p>
5.	<p>Establish and maintain relationships with parents / carers and other professionals, e.g. speech therapists.</p> <p>Attend meetings with parents / carers, professionals and external agencies to contribute to the planning and evaluation of provision.</p>
6.	<p>After relevant training, attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, escalating concerns when appropriate.</p> <p>Physically assist pupils in activities, where mobility is an issue. After relevant training and/or guidance, support the administering of prescribed medication, in line with policies and procedures.</p>
7.	After relevant training, follow and contribute to intimate care and safer handling plans and any lifting and handling procedures and equipment instructions.
8.	Comply with all GoJ, CYPES and school policies and procedures, especially those that relate to child protection, health and safety, confidentiality, data protection and legislation.

	Contribute to and be involved in the development / implementation of school policy and reviews.
9.	Co-ordinate the supervision of pupils out of lesson times, including before and after school ¹ , at lunchtimes and on school trips - ensuring that all needs are met.
10.	Plan and oversee children's transition and induction, which may include visits to homes and other settings, linking in with other agencies.

PERSON SPECIFICATION

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications This relates to level of education and professional qualifications and / or specific occupational training required.	NVQ / CACHE level 3 or equivalent accredited qualification in Teaching and Learning. Numeracy and literacy skills equivalent to Level 2 To have undertaken specialist accreditation in a Specialist area of need, this may include BSL, Braille, Level 3 SALT or Neuro-diverse qualification.	Evidence of qualifications / training in the field of HR / Management.
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Level 1 Safeguarding Training. Awareness of confidentiality and data protection principles.	Commitment to complete undertake First Aid and EPI pen training, if required. Level 2 / 3 Safeguarding Training.

¹ If within contracted hours

	<p>Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation.</p> <p>Working knowledge of curriculum and other relevant learning programmes / strategies.</p> <p>Knowledge of relevant individual learning and personal handling plans.</p>	<p>Mental Health First Aider training.</p> <p>Specific Intervention Keyworker Training.</p> <p>Proven leadership in relevant SEN strategies and of managing / leading teams.</p> <p>BILD PBS Coach</p>
<p>Technical / Work-based Skills</p> <p>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</p>	<p>Ability to attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare matters.</p> <p>Care for sick, distressed and injured pupils, carrying out the necessary follow-up action in line with the agreed policies and procedures.</p> <p>Resilience and</p>	<p>MIDI Mini bus driving license.</p>

	<p>a willingness to learn and develop their practice including self - study.</p> <p>Ability to upskill and train team members in the specialist area and in the use of specialist programmes / equipment.</p> <p>Use of Technology to support job role (e.g. Outlook, Word, Excel, TEAMS).</p> <p>Competent in delivering and contributing to inclusion strategies and particular curriculum learning areas and a commitment to further training relevant to the role.</p> <p>Training in the relevant Inclusion strategies and a commitment to further training relevant to this role.</p> <p>When required, Manual Handling and Intimate Care Training</p>	
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	A commitment to undertake training in MAYBO for pupils who may require assistance learning when in a state of anxiety.	
General Skills/Attributes 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.	<p>Ability to manage strategies which improve the lived experience of pupils and their families. A need to show compassion, be focused, helpful and reflective.</p> <p>Ability to keep calm in sometimes very difficult circumstances and the ability to intervene when necessary.</p> <p>Proven ability to communicate effectively with all stakeholders and train others.</p> <p>Effective written communication. Ability to delegate appropriate tasks.</p> <p>Ability to plan effective actions for pupils who</p>	<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use. Ability to upskill or co-train others.</p> <p>The confidence and ability to work with families in their own homes.</p> <p>Ability to debrief and support others following an incident.</p>

	<p>require support to progress their learning or who require specific support to facilitate their accessing of learning opportunities.</p> <p>Ability to oversee a team with knowledge of how to oversee HR issues and policies / procedures.</p>	
<p>Experience</p> <p>This is the proven record of experience and achievement in a field, profession or specialism or 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).</p>	<p>Experience of working with or caring for children and / or your people for a minimum of 3 - 5 years.</p> <p>Experience of working in a school / care environment supporting individuals with complex needs.</p>	<p>Experience of leading small groups and advising on specialised area of knowledge.</p>