



Job Description

1. Job Title: Therapeutic Support Assistant

2. Responsible to: Assistant Head Teacher

3. Responsible for:

4. Role Summary:

The Therapeutic Support Assistant (TAS) is a key figure in the implementation of Therapeutic interventions in the school and residential setting.

The Therapeutic Support Assistant will ensure that the advice and guidance from the Therapy team is implemented and actively promotes inclusive learning.

Through a collaborative working relationship the Therapeutic Support Assistant will deliver interventions, support and training on behalf of the Therapy team to any staff that work with the pupils directly, or indirectly as required.

The TAS is the key contact in the school to support outstanding communication using the guidance of a qualified Speech and Language Therapist and to deliver training and support for staff in the use of non-verbal communication techniques such as (but not limited to) Signalong and PECS.

SUMMARY OF TASKS AND DUTIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

To work with the Senior Leadership team and the School Therapists to ensure that all pupils at the school and in the home have access to the Therapies as defined in the placement offer and EHCP.

In conjunction with the Head Teacher, Assistant Head Teacher and Education Coordinator in school and with the Head of Care, Deputy Head of Care and Care Coordinator in the homes, to conduct focused paired observations and learning walks with specific attention to the implementation of communication strategies and Occupational Therapy techniques.

B. TEACHING AND LEARNING

- To assist teaching and care staff in the implementation of communication strategies, techniques and resources.

- To provide specific support and interventions to ensure teaching and care staff demonstrate best practice in verbal and non-verbal communication, as directed by the Speech and Language Therapist.
- To provide training and support in Signalong, PECS and Inprint / widget for staff in school and homes.

C. THERAPEUTIC SUPPORT

- To provide a therapeutic, safe, stimulating and supportive learning environment that enables pupils to develop social and independent skills and 'enables the greatest possible reduction in the occurrence of challenging behaviour in the context of the best possible quality of life.'
- To attend the PBS group meetings chaired by the Head of Therapeutic Support.
- To liaise with key stakeholders from the Pupils life, including professionals and family to ensure that the Therapeutic rationales, techniques and processes are communicated and where possible implemented congruently, including if appropriate the delivery of resources and training to key stakeholders to help them support the learning and development of the pupil.
- To attend post incident reviews following incidents as agreed with the Assistant Head Teacher or Head of Therapeutic Support, providing support for the teams working with the pupils in ensuring best practice in communication and OT has been followed, providing guidance and support for future interventions.
- To intervene immediately (or refer to the relevant therapist) when you become aware of any situation or circumstance whereby a Pupil needs additional support for communication, sensory needs or therapy.
- To attend the Anthroposophical Doctors Clinics with the Head of Therapeutic Support and relay any information to or from that meeting that would help improve the efficacy of the learning and development of the pupil(s).

D. RECORDING AND ASSESSMENT

- To assist and support develop of the Ariadne Assessment Framework (AAF) to record progress and achievement and to identify areas for development.
- To contribute to the target setting process for raising achievement for pupils.
- To liaise with the Therapists to develop a system of baseline assessment and progress within the context of the therapies.
- To ensure the tracking and recording of therapeutic interventions meets the required (most recent) Ofsted criteria and is compliant with The Data Protection Act 1998 and any other relevant legislation.

E. LEADERSHIP

- When required to provide reports, data and information to support judgements in the Self Evaluation Form (SEF) and School Improvement Plan.
- To provide, when requested specific information regarding the efficacy of the offered Therapies at the School to the School governors, either in a report, or in person.

F. PEOPLE AND RELATIONSHIPS

- To sustain effective, positive relationships with all staff, pupils, parents and Pupil Council members and the local community.

- To support the Therapy staff to be actively involved in the school community and in the development of best practise at the School.
- To encourage moral and spiritual growth and positive contribution to the school and wider community.
- To promote and sustain effective working relationship between Care, Education and Therapy staff
- To assist, support and manage innovation and change, and promote collaborative working.

G. HUMAN AND MATERIAL RESOURCES AND THEIR DEVELOPMENT AND DEPLOYMENT

- To lead the delivery of training for Non-verbal communication, including PECS, visual resources and Signalong.
- To contribute to the audit of staffs' development and training needs and the provision of effective INSET during the school training weeks.
- To ensure support and training during the induction of new education and care staff and for trainee teachers, assistant teachers and LSAs, in line with the school's policies and the School's vision.

H. STRENGTHENING COMMUNITY

- To support the development of the school culture which takes account of the richness and diversity of the School.
- To create and promote positive strategies for challenging prejudice and dealing with discrimination.
- To assist and support in ensuring learning experiences for pupils are linked into and integrated with the wider community.
- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- To co-operate and work with relevant agencies to protect children and young people.

I. TRAINING, MANAGEMENT, COMPLIANCE AND PERSONAL DEVELOPMENT

- To endeavour, through external or internal training sessions or courses, to enhance the professional quality of your work.
- To participate in the weekly Teachers Group meeting, Care meetings and the Integrated Working Group meetings when required.
- To have a very good understanding and knowledge of the Sheiling School's policies and procedures, e.g. on child protection, missing person, complaints procedures etc.
- To attend regular supervision and appraisal with the Assistant Head Teacher. At these sessions your responsibilities will be reviewed and further training needs identified and agreed.

J. SAFEGUARDING

- To implement and promote the Sheiling School's Child Protection and Adult Protection Policies and Procedures.
- To provide information, advice, support and raise awareness of the protection of children and adults.
- To encourage good practice and support of procedures to protect children and adults.

K. CARRY AND SUPPORT THE CULTURAL AND SOCIAL LIFE

- To work in accordance with the Mission Statement of the Sheiling School.
- To support, arrange and carry cultural, artistic and other activities
- To support and arrange occasional outings and events
- To encourage a culture of mutual respect
- To support or lead festival activities in cooperation and coordination with the School as a whole
- To uphold the ideals and values of the Sheiling School as a Steiner Special School

L. ADDITIONAL DUTIES AND RESPONSIBILITIES:

- To lead occasional timetabled lessons at short notice.
- To attend regional meetings, conferences, and workshops identified as central to the role.
- To perform with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of the charity – Thornleigh Camphill Communities.

Thornleigh Camphill Communities reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its charitable business.

Person Specification – Therapeutic Support Assistant

Criteria for Selection	Essential or Desirable	Method of Assessment	
Education, Training and Qualifications			
Diploma or Degree level qualification in Education or Teaching	D	Application form Qualifications	
Steiner Teacher diploma	D		
QTS	D		
Curative Education diploma	D		
A certificated course in non-verbal communication	D		
Experience			
A minimum of 2 years' experience of working in a learning environment	E	Application form Qualifications References Interview	
A minimum of 2 years experience of supporting pupils with learning difficulties and challenging behaviour	E		
Experience in a senior role in an education setting.	D		
Experience of planning and delivering staff training	E		
Experience of lesson observations and learning walks	D		
Specialist knowledge			
Understanding and working knowledge of educational principles articulated by Rudolf Steiner.	D	Application form Qualifications References Interview	
Understanding and working knowledge of safeguarding processes and principles for children and adults.	E		
Ability to write reports and monitor pupils' progress	E		
Ability to create, monitor and evaluate PECS	E		
Ability to use an SEN specific signing system such as signalong or Makaton	D		
Skills and abilities			
Able to work with a variety of colleagues and professionals from different backgrounds as part of a team	E	Application form References Interview	
Highly motivated and able to manage and inspire team members to achieve set goals.	E		
Collaborative leadership skills	E		
Good communication skills	E		
Good decision making, based on evidence	E		
Excellent time management and organisation	E		
Delegation skills	E		
Ability to manage and prioritise a varied work load	E		
Good level ICT skills	E		
Advanced ICT skills	D		
Knowledge of the SEN Code of practice	D		
Personal qualities and attitude			
Ability to maintain confidentiality	E		References Interview
Ability to work under pressure	E		
Good communicator, diplomatic	E		
Self motivated and motivates others	E		
Team player, inclusive and respectful	E		
Actively support the ethos of the School	E		
Problem solver, strategic thinker and planner	E		
Sense of humour	E		

