



## BEDELSFORD SCHOOL

### JOB DESCRIPTION SENIOR TEACHING ASSISTANT for Moving and Manual Handling GRADE D + 2 POINTS

<b>Responsible to:</b>	Assistant Headteacher
<b>Responsible for:</b>	Pupils as Instructed by Headteacher
<b>Important Internal Relationships:</b>	Pupils, Staff, SALT, Governors.
<b>Important External Relationships:</b>	Parents, Local Authority, Visitors, Police, Support Agencies.

#### **Main Purpose of Job:**

##### **Under guidance and supervision from Assistant Headteacher:**

- To support Class teachers and class teams in their statutory obligations in relation to the Manual Handling Operations Regulations
- To undertake Manual Handling Trainer Training and regularly refresh knowledge of statutory obligations.
- To facilitate relevant training provisions through direct delivery, supervision of in-house trainers and liaison with relevant agencies to meet the learning needs through removing barriers to learning and participations (e.g. increased accessibility when student uses standing frame).
- To regularly review and update Manual Handling Procedures, personalised Plans and Policies.
- To actively support all class teams in implementation of Positional Timetables and delivery of the MOVE programme
- To support pupils to maintain or increase their weight bearing and stepping/walking ability in line with the MOVE programme
- To record pupil progress of move/movement on Evidence for Learning
- To follow general instructions and guidance to fully support all teaching and learning activities in the classroom
- To positively support the ethos of the school and be aware of and work within the Code of Conduct, school policies and guidelines at all times.
- To actively participate within the whole school team, develop good relationships and promote harmony in the school.

#### **Main Responsibilities:**

##### **Under guidance and supervision from Assistant Headteacher:**

- To establish, develop and run training programmes for all aspects of manual handling operations, which meet the employer's statutory obligations, and which

reflects the level of understanding and learning needs within the various staff groups.

- To coordinate delivery of biomechanical manual handling training; update their skills and knowledge to meet recommended standards and liaise with their managers re their training role.
- To assess the competence of those members of staff who have undergone training.
- reduction of muscular skeletal problems experienced by employees.
- To take a leading role in monitoring health and safety in relation to moving and handling.
- To routinely (when directed) work with students on a one-to-one basis and to lead small MOVE groups
- To investigate and report on any serious accidents and dangerous occurrences, relating to moving and handling and in order to reduce future risk.
- To monitor risk assessments carried out to ensure they meet agreed quality standards.
- To follow instructions and guidance from Assistant Headteacher and class teachers to provide support for pupils, reinforcing their learning and ensuring their understanding.
- To follow the guidelines for individual support, care needs and medical interventions (including but not exclusively gastro feeding, suctioning and tracheostomy, administering drugs) undertaking any required training.
- To ensure pupils are moved according to their written manual handling care plans, raising any concern with the Assistant Headteacher.
- To engage with pupils during lesson and break times, promoting their independence and communication as outlined in the School's curriculum aims and pupils' Individual Learning Intentions. Develop positive activities for the pupils and establish constructive relationships with them.
- To make suggestions towards the development and assist in the implementation of Individual Education/Behaviour Plans and Personal Care and feeding programmes and attend Annual Review meetings upon request.
- To take part in other curricular activities (including but not exclusively swimming, supporting in classes and school trips, loading minibus where appropriate).
- To follow written individual therapy programmes under the guidance of the therapists in the school.
- To have a sound knowledge of ICT to use educational programmes, prepare teaching materials and be able to operate communication devices.
- To attend training as directed and incorporate learning within work, demonstrating good practice to other staff.
- To be responsible for promoting and safeguarding the welfare of children reporting any concerns to a senior member of staff.
- To follow the Health and Safety procedures to ensure the safety of pupils and staff.
- Organise and order slings for pupil use.
- To prepare slings for mandatory checks
- To help maintain and upkeep slings and manual handling equipment in safe working order.

### **Additional Responsibilities**

- Adhering to agreed weekly Timetable and reporting to Assistant Headteacher to ensure the needs of the pupils are met.
- Mentoring of new Teaching Assistants.
- Attendance at appropriate meetings as directed by Assistant Headteacher
- To keep up to date with knowledge, developments and legislation concerning moving and handling and other relevant areas of work.
- To undertake refresher and update training for manual handling trainers following nationally agreed guidance.

- To carry out the duties of the post with due regard to the Equal Opportunities Act 2010
- To undertake other duties and responsibilities appropriate to the post as required.

**Other Requirements of Post**

- To attend school on INSET Days, if part of your working week, and be involved in training.
- To undertake any other duties as required as directed.
- No annual leave to be taken in term time.

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**Julia James, Principal**

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**Date**

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**Senior Teaching Assistant  
For Moving and Manual Handling**

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**Date**

**BEDELSFORD SCHOOL**  
**SENIOR TEACHING ASSISTANT FOR MOVING AND**  
**MANUAL HANDLING**  
**PERSON SPECIFICATION (GRADE D+2)**

Essential	Desirable
<b>Experience</b>	
Experience of working and communicating successfully with children who are nonverbal and have complex communication needs	Wide experience of working with SEN and Disabilities
High digital competency and IT skills	Knowledge of different access equipment for SEN and Disabilities – e.g PODD Training Eye Gaze and VOCA experience
Experience of preparing resources to support children’s learning using recognised symbol producing software such as Boardmaker	Knowledge of EYFS, Engagement Scales, Pre key stage standards and Assessment tools such as Evidence for learning.
	Knowledge of Awards and Accreditations such as ASDAN and ASCENTIS
<b>Personal Attributes</b>	
Ability to work constructively alongside others and as part of a large transdisciplinary team	Ability to provide artistic or creative input
A good range of communication skills	Positive approach to behaviour management and ability to maintain a purposeful learning environment
Ability to maintain confidentiality at all times	
Ability to follow instructions	Excellent organisational skills
Commitment to promoting and safeguarding the welfare of children	
<b>Qualifications</b>	
GCSE grade A – C or equivalent in Literacy and Numeracy	Makaton or other sign language