

JOB PROFILE		
Department:	THERAPY	
Job title:	THERAPY ASSISTANT – LEVEL 1	
Reports to:	HEAD OF THERAPY	
Responsible for:		
Level/Grade:	Hours of work:	Salary Scale:
<p>Job Purpose:</p> <p>To provide support to pupils and students by working with them either individually or within a class group as directed by the Therapy staff. Assistants will work under the guidance of individual Therapists and will follow the treatment programmes that have been devised for each individual pupil or student, thus carrying their own caseload.</p>		
Job Description		
<p>Key Accountabilities:</p> <ol style="list-style-type: none"> 1. Organisation and management of own timetable to meet the needs of the Therapy Department and the pupils and students on their caseload. 2. Participation in identifying own training needs. 3. Identifying changes in the developmental needs of pupils and students bringing these matters to the attention of the appropriate therapy staff. 4. Keeping up to date with information regarding pupils' and students' needs. 5. Building positive relationships with pupils and students etc. 6. To record outcome of every therapy session and/or contact to the shared IT network following consultation with the Therapist. 		
<p>Main Duties and Activities:</p> <ol style="list-style-type: none"> 1. Therapy Assistants will support the work of the Therapists by carrying out treatment programmes devised to address the learning and/or developmental needs of the pupils and students. 2. To assist with group sessions as directed by the Therapist. 3. To support and assist pupils and students with social integration, advising them on strategies to deal with problems they encounter, seeking professional help when necessary by referring to appropriate Therapy staff for advice. 4. To identify issues of concern and positive feedback to be shared with the Therapy staff. 5. To participate in and to contribute to departmental meetings and those with other professionals as 		

appropriate.

6. To arrange and manage their own timetable of contacts with individual pupils and students as directed by the Therapist.
7. To meet on a regular basis with the Therapist to discuss the pupil or student and his/her therapy programme.
8. To prepare materials and equipment in advance for each of their own sessions, sometimes involving modification of other materials to meet a specific need under the direction of the Therapist .
9. To record accurately the outcome of each therapy session.
10. To report back to the Therapist to evaluate outcome and to discuss the next session of therapy.
11. To participate in and contribute to training sessions provided within the Therapy Department and to endeavour to understand the theoretical perspective of the therapy programmes they are involved in.
12. To take pupils and students out of school for independent travel skills and to devise an appropriate programme to meet the pupils' and students' needs, liaising with the Therapist.
13. To support the development of life skills within the school day, as directed by the Therapist.
14. To support pupils and students on work experience placements, as required.
15. To support basic administrative tasks, eg photocopying, filing, ordering equipment and word processing.
16. To share responsibility for maintaining hygiene of therapy equipment.
17. To undertake any other reasonable duties of a similar level and nature as the post requires.

Decision Making

1. To recognise the pupil's or student's ability to perform the task given and to report this to the Therapist

Main contacts and reason for the contact

Therapists – to work collaboratively to meet the needs of individual pupils and students by following a therapy programme devised by the Therapist. To work as an active member of the team to promote good practice and liaison within the school environment.

Pupils and students – to provide therapy sessions and present work and activities to help them to improve in identified areas of development. To build a positive working relationship with the pupils and students, to provide a listening ear when required and ensure their safety at all times.

Teachers – to liaise with them about timetabling pupils and students and reporting information directly to them when necessary.

Other staff – to keep them informed of areas of concern and pupils' and students' needs, particularly when handing over at the end of the session or day.

Other professional staff – to seek advice or contribute to the education plans where there has been close involvement with the pupil or student.

Person Specification		
<p>Criteria</p> <p><i>Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A; Assessed by Certificates = C; Assessed by References = R</i></p>		
Qualifications and Training		
<ul style="list-style-type: none"> • Induction to learning support work – school based or LEA • First aid training • Specialist accredited training such as dealing with Autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others 	D D D	A A A
Knowledge and Experience		
<ul style="list-style-type: none"> • Experience of dealing with developing positive relationships with children • Teamwork in a work or social setting • Coaching/working with others to learn skills or knowledge in a formal or informal setting • Experience of supporting pupils and students with special needs to encourage independence • Work in a school setting • Knowledge of school practices and policies for supporting pupils and students, in particular SEN 	E E D D D D	A, I A, I A, I A, I A I
Skills and Abilities		
<ul style="list-style-type: none"> • Good literacy and numeracy skills; enabling personal confidence when reading and doing number work with pupils up to Year 6 (level 5) • Good organisation/prioritisation skills • Good verbal communication • Well-developed literacy and numeracy skills • Demonstrates an understanding of a specialist area of related work, ie a therapy discipline • Can demonstrate a specialist skill to support a technical area of work with pupils and students who have specific difficulties 	E E E D D D	A A, I I I I I
Personal Attributes		
<ul style="list-style-type: none"> • Empathy with children • Enthusiasm and initiative • Ability to manage oneself and develop the role so that it contributes effectively to the work of the Therapist and raises standards of attainment of pupils • Genuine commitment to the ethos and work at St Dominic's School. 	E E D E	I I I I
<p>This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and</p>		



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in consultation with the post holder.

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