

JOB PROFILE		
Department:	THERAPY	
Job title:	THERAPY ASSISTANT	
Reports to:	HEAD OF THERAPY	
Responsible for:		
Level/Grade:	Hours of work: 32.5 hours per week Term time only	Salary Scale: : R3 Scale point 16-18 FTE: £23,118 - £24,038 per annum (Actual: £17,871.32 - £18,582.52 per annum)
Job Purpose: 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.		
Job Description		
Key Accountabilities: <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. 7. As skill develops, to exercise judgement on when to simplify or upgrade tasks slightly to meet the need of the pupils and students. To report this to the therapist at the earliest opportunity. 8. To research and report on value for money regarding the purchase of equipment. 9. To constantly seek to improve personal skills and expertise in their area of responsibility. 10. To be able to independently record outcome of every therapy session and/or contact accurately and contemporaneously using the online recording to shared network. 11. To recognise when it is necessary to seek advice or support from the Occupational Therapists as supervision of clinical activities is mainly indirect. 		

12. To organise and manage own timetable to meet the needs of the therapy department and the pupils and students.
13. To keep up to date with information regarding pupils' and students' needs, including the Statements of new pupils and students joining the school and admission summaries of those on assessment.
14. To build positive relationships with pupils and students of all ages and abilities.
15. To share information about pupils' and students' needs and abilities with school staff, parents and outside agencies as required.
16. To identify own training needs and participate in whole school training sessions.
17. To be responsible for the maintenance and the hygiene of the therapy equipment and report defects in a timely manner.

Main Duties and Activities:

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. Displays a consolidated knowledge of pupils' and students' difficulties and how they impact on learning and functional skills. Is able to maximise opportunities for pupils and students by using integrated knowledge of pupils' and students' speech and language, occupational therapy and/or physiotherapy

difficulties. Can independently make necessary adjustments to environment to support/enhance pupils' and students' learning and report this to therapist at earliest opportunity.

18. Works independently with groups of pupils and students to deliver a learning programme devised by or with the therapists. In the absence of the therapists will on occasions lead the group with the assistance of other support staff.
19. To support the induction and training of SSA staff in specific areas of therapy relating to learning and independence of the pupils and students.
20. Monitor the use of resources and order equipment to meet the coming needs of the therapy department.
21. To be responsible for the provision of blended teaching and therapy within the PE curriculum.
22. To advise and work alongside PE staff planning and differentiating the PE curriculum.
23. Target setting and recording of progress in line with departmental procedures.
24. To monitor and evaluate sessions in order to measure progress and ensure effectiveness of the intervention.
25. To take responsibility for the planning and delivery of the 'Early Birds' motor skills programme for pupils in KS2 and Year 7.
26. To provide training and supervise staff supporting these sessions to enable them to work with individual pupils and students as required.
27. To extend the 'Early Birds' programme for those pupils still requiring this form of intervention when they move into Year 8.
28. To plan and deliver individual and small group gross motor programmes.
29. To work with individuals/small groups of pupils and students within PE and Games lessons, differentiating activities enabling them to practice specific skills and work on underlying areas of difficulty.
30. To provide supervision and guidance to other support staff carrying out differentiated tasks and working with small groups of pupils and students within PE and Games lessons.
31. To assist the Occupational Therapists in the administration of standardised and non-standardised assessment of gross motor skills.
32. To prepare materials and equipment in advance of each session modifying these as required to meet specific needs.
33. To maintain contemporaneous and accurate case notes in line with school policy. Due to the sensitive information, distribution of information must be carefully managed.
34. To contribute to pupils' and students' progress reports in liaison with Occupational Therapists and PE staff.
35. To undertake departmental administrative tasks particularly related to record keeping, filing, photocopying, supplies, errands and message taking.
36. To undertake any other reasonable duties of a similar level and nature as the post requires.

Decision Making

- 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

Criteria

Key - Essential = E; Desirable = D; Assessed by Interview = I; Assessed by Application Form = A; Assessed by Certificates = C; Assessed by References = R

Qualifications and Training

• Induction to learning support work – school based or LEA	D	A
• First aid training	D	A
• Specialist accredited training such as dealing with Autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others	D	A
• Minimum of 2 accredited courses appropriate to supporting pupils and students in a therapeutic discipline	E	A
• Studying for or have achieved a recognised qualification appropriate to the role at a level equivalent to NVQ3	E	A

Knowledge and Experience

• Experience of dealing with developing positive relationships with children	E	A, I
• Teamwork in a work or social setting	E	A, I
• Coaching/working with others to learn skills or knowledge in a formal or informal setting	D	A, I
• Experience of supporting pupils and students with special needs to encourage independence	D	A, I
• Work in a school setting	D	A
• Knowledge of school practices and policies for supporting pupils and students, in particular SEN	D	I
• Occupant of the post for at least three years or substantial proven experience in this field of work in another school or establishment		
• Proven ability to work at the highest level demonstrated by observation and interview with Head teacher/Head of Therapy and recommendation of a level 3 therapist and developed behavioural competencies appropriate to the job as outlined above.		

<ul style="list-style-type: none"> • Study and achievement of at least two accredited short courses in a relevant field of work • Able to demonstrate competence in: devising treatment programmes; delivering programmes and making appropriate adjustments according to need; contemporaneous note keeping to a high standard; regular liaison and feedback to qualified staff re pupils' and students' progress 		
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 who have specific difficulties • Can demonstrate an in-depth understanding of the impact of the impact of pupils' and students' difficulties on functional performance • Can demonstrate a flexible approach and the ability to differentiate and adapt activities when required due to pupils and students experiencing difficulty or demonstrating challenging behaviours • Can independently analyse difficulties experienced by pupils and students in a range of situations throughout the waking day curriculum and assess the need for therapeutic intervention • Can demonstrate physical ability to carry out therapeutic interventions, including the ability to demonstrate gross motor tasks, and the safe lifting and handling of suspended equipment 	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 and students • 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 in consultation with the post holder.</p> <p>Date produced: Sept 2021</p>		