

ROBERTSBRIDGE COMMUNITY COLLEGE JOB DESCRIPTION

Job Title:	Individual Needs Assistant (INA)
Pay Scale:	East Sussex Single Status Grade 3
Last updated	November 2024
Responsible to:	SENDCo
Hours	32.5 hours per week, 39 weeks per year

Job Purpose (Main purpose of the role)

To assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

Key Responsibilities and tasks

1. To aid pupils to learn as effectively as possible both in group situations and on their own by;
 - Clarifying and explaining instructions.
 - Ensuring the pupil(s) is able to use equipment and materials provided.
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs.
 - Assisting in weaker areas, e.g., speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task.
 - Liaising with class teacher, SENDCo and other professionals about individual education plans (IEPs), contributing to the planning as appropriate.
 - Providing additional nurture to individuals when requested by the class teacher or SENDCo.
 - Consistently and effectively implementing agreed behaviour management strategies.
 - Helping to make appropriate resources to support the pupil(s).
 - Meeting pupils' physical needs while encouraging independence e.g., help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school.
 - Supporting and directing activities with either individuals or groups of students to ensure their safety and facilitate their physical, emotional and cognitive development including, but not exclusively to physical therapy programs designed by the NHS.
 - Contributing to the health and well-being of students.
 - Promoting and reinforcing the student's self-esteem and independence.
2. To establish supportive relationships with the pupil(s) concerned.
3. To determine the intervention strategies to be used to manage the behaviour of pupils with behavioural or emotional difficulties with the teacher.
4. To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
5. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
6. To give positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self-reliance and self-esteem.
7. To mark pupils' work under the direction of the class teacher.
8. To support the pupil(s) in developing social skills both in and out of the classroom.
9. To support the use of ICT in learning activities.
10. To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted.
11. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.
12. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.

13. To use the school's system for recording progress.
14. Where appropriate, to know and apply positive handling techniques.
15. To prepare work and activities in advance of the lesson e.g., operating AVA equipment as required i.e., photocopier, laminator, making books, labels, signs and undertaking practical tasks to.
16. Maintain a good standard of classroom appearance.
17. To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
18. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.
19. To be aware of confidential issues linked to home/pupil/teacher/school.
20. To contribute towards reviews of pupil(s)' progress as appropriate.
21. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
22. To take part in training activities offered by the school and the county to further knowledge (within employed hours).
23. To be willing to support playground/break time supervision e.g., educational games, homework clubs etc (within employed hours).
24. To accompany teacher and pupils on educational visits.
25. To provide individual support, as required, during examination sessions.

Child Protection and Safeguarding Policy

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with the College's Child Protection and Safeguarding Policy, and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Signed:	Post Holder:	Date:
Signed:	Headteacher:	Review Date:

PERSON SPECIFICATION

Essential key skills and abilities

These criteria will be assessed at the application and interview stage

- Ability to use language and other communication skills that pupils can understand and relate to.
- Able to converse at ease with customer and provide advice in accurate spoken English.
- Ability to establish positive relationships with pupils and empathise with their needs.
- Ability to demonstrate active listening skills.
- Ability to consistently and effectively implement agreed behaviour management strategies.
- Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task.
- Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills.
- Ability to assist in the recording of lessons and assessment as required by the teacher.
- Ability to offer constructive feedback to pupils to reinforce self-esteem.
- Ability to work effectively and supportively as a member of the school team.
- Ability to work within and apply all school policies e.g., behaviour management, child protection, Health & Safety, Equal Opportunities etc.
- A good standard of written and spoken English.
- A basic understanding of Mathematics.
- A basic understanding of and use of IT, including the use of email.

Desirable education and qualifications

These criteria will be evidenced via certificates, or at interview

- NVQ3 in a child-related subject or equivalent.
- NVQ level 2 in Maths and English.

Essential knowledge

These criteria will be assessed at the application and interview stage

- Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- Knowledge of the SEN Code of Practice.
- Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils.

Essential experience

These criteria will be assessed at the application and interview stage

- Experience of supporting children in a classroom environment, including those with special educational needs.
- Experience of using Information Technology to support pupils in the classroom.

Desirable experience

These criteria will be assessed at the application and interview stage

- Experience of working in a range of settings or with more than one year group.

Other essential criteria

These criteria will be assessed at the application and interview stage

- Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge.
- Willingness to maintain confidentiality on all school matters.



Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	No
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	Yes
Food handling	No
Exposure to blood /body fluids	Yes