

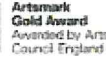


St Richard's Catholic College

A High Performing Specialist Science School

Principal: Mr P Barber, NPQH, NPQEL, FCCT, BA (Hons)

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June 2024

Dear Applicant

Thank you for your enquiry concerning the post of Individual Needs Assistant at St Richard's Catholic College. I hope you will find the enclosed information informative and that you will decide to apply for the post.

The school roll is at present 1028. The school enjoys an excellent reputation in the community and our numbers for admissions are over-subscribed each year.

The Learning Support department is a successful and cohesive team, looking for someone who will share its inclusive, caring approach and endeavour to work with the team to support each child to the highest levels of educational achievement and participation.

You will be working with a Year 7 pupil in particular, and the ideal candidate will support them to realise their potential and participate fully in the life of the school. The successful candidate will be fully inducted, trained and encouraged to participate in a range of professional development activities.

If you would like further details, please contact the SENCo, Ian Smith:
mrsmithi@strichardscc.com.

I look forward to receiving your completed application form together with a supporting letter by Friday, 12th July 2024, however, we encourage you to apply as soon as possible as we may interview on receipt of applications rather than await the closing date.

Yours sincerely

Mr P Barber
Principal



JOB DESCRIPTION

Post title	Individual Needs Assistant (full-time - potentially available as a job-share)
Responsible to	SENCO
Salary	Single Status Grade 3
Main Purpose of the Job	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.
Duties and Responsibilities	<ol style="list-style-type: none"> 1. To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example: <ul style="list-style-type: none"> ● Supervising a pupil while eating/drinking. ● 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, eg 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, SENCO and other professionals about targets and pupil passports, contributing to the planning as appropriate. ● Providing additional nurture to individuals when requested by the class teacher or SENCO. ● 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, eg. help pupils to change for PE lessons, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school. 2. To establish supportive relationships with the pupil(s) concerned. 3. 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. 4. 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. 5. To give positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self-reliance and self-esteem. 6. To support the pupil(s) in developing social skills both in and out of the classroom. 7. To support the use of ICT in learning activities.

	<ol style="list-style-type: none">8. 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.9. 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.10. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.11. To prepare work and activities in advance of the lesson (within employed hours) eg photocopier, laminator, adapting books, making labels/signs and undertaking practical tasks to maintain a good standard of classroom appearance.12. To know and apply school policies on Safeguarding, Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.13. Where appropriate, to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.14. To be aware of confidential issues linked to home/pupil/teacher/school.15. To contribute towards reviews of pupil(s)' progress as appropriate.16. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.17. To take part in training activities offered by the school and the county to further knowledge (within employed hours).18. To be willing to support playground/lunch time supervision eg educational games, homework clubs (as additional hours).19. To accompany teacher and pupils on educational visits.20. To provide individual support, as required, during examination sessions.21. To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy.
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This job description sets out the duties of the post at the time 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 themselves justify a reconsideration of the grading of the post.

St Richard's is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a Disclosure and Barring Service (DBS) enhanced clearance check.



PERSON SPECIFICATION

Individual Needs Assistant

	Essential criteria	Desirable criteria
Education and Qualifications	<ul style="list-style-type: none"> ● A good standard of education particularly in English and Mathematics (grade C/4 or above) 	<ul style="list-style-type: none"> ● NVQ Level 3 in a child-related subject or equivalent
Key Skills and Abilities	<ul style="list-style-type: none"> ● 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 eg behaviour management, safeguarding, child 	

	<p>protection, Health and Safety, Equal Opportunities etc.</p> <ul style="list-style-type: none"> • Ability to maintain confidentiality on all school matters 	
Experience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Experience in working with children who have a neurological disorder that affects the part of the brain controlling motor movement and speech • Experience of supporting children 1-to-1 throughout the school day within a Secondary environment.
Knowledge	<ul style="list-style-type: none"> • 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 2015. • 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 	
Personal Attributes	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge • Willingness to provide practical assistance to a pupil, including physical support where required, and undergo relevant training to support this. 	

The Learning Support Department

The Learning Support Department at St Richard's Catholic College works hard to identify and support all pupils with identified learning Special Educational Needs and Disabilities (SEND), across all areas of the curriculum.

We have a dedicated and friendly team which currently consists of a full-time SENCo, a Learning Support Co-ordinator, a part-time Assessor, Teaching Assistants/Year Co-ordinators, an Individual Needs Assistant and two Pastoral Assistants.

Most Teaching Assistants are subject specialists, with our current team of TAs specialising in supporting English, Maths and Science. TAs work alongside teaching staff as part of subject departments, to ensure all pupils with identified SEND can access a full and appropriate curriculum at Key Stages 3 and 4.

At present we have 107 pupils on our Special Educational Needs register, which includes 22 with Educational Health and Care Plans from September 2024. The pupils we support have a variety of needs, including those who are on the Autism Spectrum, Dyslexia, Social Emotional and Mental Health Difficulties and Physical Disabilities.

Interventions are offered on a bespoke basis for pupils who require this provision, including reading, social use of language, literacy, numeracy, handwriting and anger management. The SENCo and Learning Support Co-ordinator are based in the SEN Office, while our nurture space The Hive is used for interventions such as ELSA and individual or small-group work.

We work closely with a variety of external agencies, including Speech and Language Therapy, Occupational Therapy, CLASS, Educational Psychology, CITES, TASS and local external providers including Plumpton College, College Central and the Teaching & Learning Provision (TLP).

The SEND Department is a vital, valuable part of a successful school. There is an induction programme for new staff at all levels and an opportunity to attend a variety of training and continuing professional development opportunities.