

JOB DESCRIPTION – SUPPORT ASSISTANT

Hours: 31.25 hours per week, term time only (working 8.30 am to 3.15 pm)
Line Manager: Class Lead
Job Purpose: To enhance the teaching process by supporting the needs of children and the work of the Class Lead within the School and other locations.

MAIN RESPONSIBILITIES

To work under the direction of the Class Lead, and in close partnership with professionals and the pupil's parents, to undertake a range of duties including:-

Support for pupils

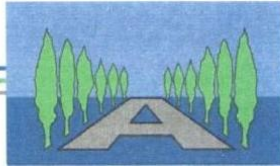
- To access learning activities with maximum independence.
- Be familiar with individual pupils' EHCP outcomes and other individualized plans
- Establish positive relationships with students and interact with them according to individual needs
- Have respect for children's personal dignity and help to develop self-esteem and independence skills e.g. dressing and toileting.
- Be aware of medical, physical and personal care needs as well as pupil's strengths, difficulties and barriers to learning. Take care of children when vomiting, dribbling and toileting and administer basic First Aid with regard to the appropriate procedures.
- Collect and take children to and from transport and support the morning routine, register and lunch arrangements. Prepare children and activities during the day including drinks/snacks, lunch and educational tasks
- Give support as appropriate for individual therapy and medical programmes - OT, physio, speech therapy and nurse. This would include working as part of a multi-professional team, helping to move children and equipment, correctly positioning children in equipment in line with appropriate training.
- Supporting groups or individual pupils on Inclusion Opportunities.

Support for teacher

- Assist with the planning of learning activities ie make and maintain resources, wall displays, apparatus and other teaching aids under the direction of the class teacher. Maintain, set out and clean up materials, apparatus and equipment required for use by pupils and teachers.
- Maintain and develop communication with parents in person and through home/school diaries. Be aware of the religious beliefs and culture of the family.
- Support the management of behaviour following school policy under the direction of the class teacher and promote the social, cultural, emotional and moral development of pupils in line within school policy.

Support for the curriculum

- Be aware of wider curriculum vision, so it can be embedded into the school day.
- Work with small groups of children engaged in educational activities or therapy programmes under the direction of the teacher.



- Give support, as appropriate, for individual curriculum programmes according to teacher planning. This would include the use of IT, involvement in therapeutic intervention programmes and interpreting or simplifying teacher instructions.
- Monitor students' responses to learning activities and accurately record achievements and progress

Support for the school

- Maintain health and safety standards and a high level of hygiene. Prepare the class for the children ensuring arrangements for laundry/hygiene. Ensure the room is tidied after activities and check equipment for safety.

Additional duties/responsibilities

- To uphold the values of the School including PACE
- Undertake training as required by the school, and follow guidance.
- Participate in the appraisal process and take personal responsibility for identifying own training and development opportunities
- To understand and apply school policies in relation to health & safety, safeguarding and child protection, behaviour, staff code of conduct etc
- Undertake playground and other duties as required.
- Be prepared to move around the school to different classes at short notice
- To respect confidentiality at all times and act with discretion.
- Duties may be off site

I have read the Job Description and person specification and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Signed

Date:

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PERSON SPECIFICATION – SUPPORT ASSISTANT

The successful candidate is likely to have the following attributes:-

Qualifications & Knowledge

- Be able to speak and write in good, clear grammatically correct English.
- Have good reading and numeracy skills
- Have a knowledge of basic ICT & other technology to support learning and to access the School's IT systems
- To understand, or be willing to learn, how to support children with developmental difficulties or disabilities

Experience

- Ideally have recent experience working with children in a school/early years' environment with additional needs or experience of working with adults with additional needs.

Physical Fitness

- Be physically fit including being able to spend time working on the floor with pupils for extended periods and be fit enough to run after, and catch up with, any children who run off/bolt to make sure they don't put themselves in any danger.
- Be able to carry out all aspects of the Manual Handling training provided and to be willing and able to meet the physical and personal care needs of pupils.
- Be willing, and able, to work across the school with all age groups and abilities at short notice

Personal Attributes

- Have respect for our pupils and ensure that they are treated with dignity at all times.
- Have a non-confrontational approach to behaviour and be able to implement behaviour management strategies in line with school policy and Team Teach Training. To include having the physical ability to carry out all aspects of Team Teach Training.
- Be a good timekeeper (arriving in school ready to work from 8.30 am) and be able to manage own time effectively
- Have a flexible and adaptable approach to work.
- Work as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Be patient and remain calm under pressure
- Be confident and use own initiative without supervision
- Be comfortable relating to pupils with a wide range of ability, from the ages of 2 – 19 years.
- Be able to establish rapport and good relationships with pupils, pupil's parents or carers, colleagues and professionals