



JOB DESCRIPTION

Job Title:	SEND Support Assistant (Secondary Alternative Provision)
Pay Point:	TPAT Point 6
Responsible to:	Headteacher / ARB Lead Teacher / SENDCO / Teaching Staff
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT Staff, Local Monitoring Committee, LMC Members, Teachers, Support Staff, Pupils, Parents/Carers & External Professional Bodies

Main Purpose of the Job:

SEND Support Assistants are responsible for providing learning support for pupils within an alternative provision in a school. Key aspects of the role are:

- Work proactively within a team of SEND Support Assistants promoting the highest standards of teaching and learning support.
- Take a pro-active role in the support of the educational, social and physical needs of the pupils.
- Support the curriculum and the school through the provision of high level assistance to the Teacher in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils.
- To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.
- Meet the needs of pupils with specific special educational needs and disabilities in relation to physical, learning and complex behavioural difficulties.
- To meet the needs of pupils who require personal care.

This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the ARB Lead / Headteacher, appropriate to the grade of this post.

Main Duties and Responsibilities:

Support for Pupils

To work under the instruction / guidance of the Teacher as well as the ARB / SEN leadership team to undertake work, care and support programmes to enable access to learning for pupils and to assist the Teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

- Provide particular support for pupils, ensuring their safety and access to learning activities.
- Assist with the development and implementation of SEND learning plans & EHCPs including social, health, physical, hygiene, first aid and welfare matters.

- To be aware of pupils individual SEN learning plans and EHCP outcomes, risk assessments and management plans and to contribute to their development and carry them out appropriately.
- To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.
- To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the learning programmes, taking into account the learning support involved to aid the children to learn as effectively as possible.
- To assist with the assessment, monitoring and recording of children's progress, achievement, health, behaviour and general wellbeing and to feedback to the Teacher, ARB Lead or Headteacher as appropriate.
- Establish constructive relationships with pupils, acting as a positive role model and being aware of and responding / interacting appropriately to individual needs.
- Promote inclusion and acceptance of all pupils and provide a safe space for them to thrive.
- Encourage pupils to interact with others and engage in activities led by the Teacher.
- Set appropriate expectations dependent on each pupil and promote self-awareness and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the Teacher and relevant to the targeted learning or behaviour progress desired.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupils efforts and to continually develop greater self-esteem and motivation.
- Carry out interventions and deliver therapy to pupils such as physiotherapy or speech and language therapy as guided by professionals, where training has been undertaken.
- To undertake personal care for pupils who require assistance; this may include washing, showering, cleaning intimate areas, dressing, undressing and meeting any personal care needs of the pupils within the provision, if trained to do so. There will always be two people in these cases for safeguarding purposes.
- To assist with the physical and medical needs of pupils requiring specialist personal hygiene, self-care (including incontinence) and to manage the physical needs of young people with regard to health and safety as required.
- To attend to the physical and medical needs of pupils requiring specialist care, for example assisting with one to one feeding, encouraging regular toilet breaks where required, administering medication etc.
- To meet the mobility needs of the pupils assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training, if trained to do so.
- To meet the needs of pupils with emotional and behavioural difficulties. To regulate the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training, school policies and procedures.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures, if trained.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the Teacher, to support pupils to achieve learning goals.
- Be aware of pupil problems/progress/achievements and report to the Teacher as agreed.

- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed. Provide regular feedback to Teachers on pupils' achievement, progress, problems etc.
- To assess, monitor and record children's progress in relation to IEP's, and to feedback to the SENCO/ARB Lead Teacher/Teacher with regard to children's progress and the success of IEP's, including making recommendations for alterations to improve the effectiveness of IEP's.
- Assist in the preparation of information and data for reports on pupils.
- Undertake pupil record keeping and information gathering as requested.
- Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Assist in collating teaching materials and other resources required to support the delivery of the learning programmes as outlined in the Teacher's lesson plans.
- Assist in monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment; monitoring stock levels of materials, checking for missing and/or damaged equipment, and arranging for new supplies to be ordered as required (subject to approval).
- Assist in cleaning and tidying the classrooms after lessons, ensuring all teaching materials and resources are accounted for and stored securely when not in use.
- To assist in ensuring that all wall displays are colourful, creative and well maintained.
- Establish constructive relationships with parents/carers. Gather/report information from/to parents/carers in a professional manner as directed.
- Provide administrative support which might include photocopying, typing, filing, collection of monies, collating letters & information etc.
- To meet with Teachers, ARB Lead, SENDCO & SEN Practitioners on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

Support for the Curriculum

- Provide learning support for agreed learning activities/teaching programmes, adjusting activities according to pupil responses in the moment.
- Be aware of the content of teaching plans prepared by the Teacher in order to support learning within the class.
- Support the Teacher in delivering programmes linked to local and national learning strategies as directed by the Teacher (eg literacy, numeracy) and make effective use of opportunities provided by other learning activities to support the development of relevant skills. Under the direction of the Teacher carry out interventions related to external professionals (eg Speech & Language Therapy (SALT), Occupational Therapy (OT), Child & Adolescent Mental Health Service (CAMHS), recording achievement and progress and feeding back to the Teacher.
- Support the Teacher in delivering outdoor learning, forest school activities and any activities outside of the school environment.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. Within an activity, adapt the resources, activity or environment to meet the needs of a pupil or group of pupils in that moment or under guidance from the Teacher when appropriate.
- To demonstrate understanding of a variety of teaching and learning strategies.
- To participate in meetings at the school which relate to the curriculum, behaviour, and the organisation and administration of the school.

Support for the School

- Be aware of, support and comply with all school policies, guidance and procedures: having special regard to child protection, equal opportunities, code of conduct, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and appraisals as required.
- Assist with the supervision of pupils out of lesson times and at lunchtimes on a rota basis.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group or individual pupils under the supervision of the Teacher.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Last Updated June 2024

PERSON SPECIFICATION – SEND Support Assistant (Alternative Provision)

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>GCSEs or equivalent to include Maths & English at Grade C or above</p> <p>High levels of literacy and numeracy</p> <p>Qualified to Level 2 or equivalent such as certificate in special educational needs and disability</p> <p>Good ICT skills</p>	<p>Childcare or Education related qualification</p> <p>Qualified to Level 3 in areas such as understanding specific learning difficulties, understanding children’s mental health, health & social care etc or equivalent qualification fitting to the role or willing to work towards</p> <p>European Computer Driving Licence (ECDL) qualification or equivalent</p> <p>First Aid Trained</p> <p>Safeguarding Trained</p> <p>Food Hygiene Certificate</p>	<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>At least one year’s related experience within a school</p> <p>Experience of working with young adults</p> <p>To be clear, confident & fair with good behaviour management skills</p> <p>Ability to motivate & inspire pupils</p> <p>Organisational skills</p> <p>Good communication skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and experience of working in a team</p> <p>A willingness to take on new challenges</p> <p>A warm and empathetic personality is vital, as is a desire to work professionally with others to ensure we provide the best possible support for our pupils</p>	<p>Experience of working with SEN children in a school or similar environment</p> <p>An understanding of Health & Safety requirements & welfare issues of working with children</p> <p>Knowledge & practical understanding of child development & pedagogy</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p> <p>References</p>
Specialist Knowledge and Skills	<p>Skills & knowledge to deal with young adults safety & behaviour</p>	<p>Knowledge of a range of issues relevant to</p>	<p>Application</p>

	<p>Setting high standards to staff & young adults by personal example</p> <p>Ability to work effectively under pressure</p> <p>Ability to focus on standards & the belief that all pupils can succeed given the right opportunity & support</p> <p>A willingness to relate to the local community</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	special educational needs and child development	Interview Assessment
Behaviours and Values	<p>Genuine concern for others</p> <p>Integrity & Trustworthy</p> <p>Honesty & Openness</p> <p>Accessible & Approachable</p> <p>Excellent attendance and punctuality</p> <p>Able to sustain moderate levels of physical effort</p>		Application Interview Assessment

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