



**Cottingley  
Village**  
Primary School

## Job Description

**Post title:** SEND Support Assistant, Level 2

**Contract:** Permanent / Fixed Term until 31 August 2026

**Pay range:** Band 5, SCP4 – SCP6

**Line manager:** Headteacher

**Location:** Cottingley Village Primary School

**Hours of Work:** 30 per week

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**Purpose of the Role:** To undertake work/care/support programmes to enable access to and enhance learning for pupils and to assist the teacher in the management of pupils and the classroom. Most work will be carried out outside the main teaching area as a 1:1 with a child with Downs Syndrome.

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### **Supervisory Responsibilities:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

### **Supervision and Guidance:**

To work under the instruction and guidance of teaching & senior staff.

### **Decision Making:**

To make decisions using initiative within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

### **Key Stakeholders:**

Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Together we **Exceed**

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## **Duties & Responsibilities:**

### **Support for Pupils**

- Supervise and provide specific support for pupils, including those with special needs, ensuring their safety, and access to learning activities and progress.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes in order to promote pupil learning.


### **Support for the Teacher**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 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
- Establish constructive relationships with parents/carers.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

### **Support for the curriculum**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, Early years, recording achievement and progress and feeding back to the teacher.
- 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.

### **Support for the school**

- Be aware of and comply with policies and procedures relating to child protection, 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.
  - 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
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- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To support, uphold and contribute to the development of the Trust/School's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Adhere to the schools Professional Code of Conduct for Staff.

### **Management of Resources**

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### **Safeguarding and Compliance**

- Promote the safety and wellbeing of pupils and staff within the school.
- Through example, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

### **Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



## Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>English and Maths GCSE grade C or above (or equivalent).</li> <li>Level 2 in a relevant field of study.</li> <li>Other qualifications in relation to post e.g. health, children, practical skills, first aid.</li> </ul>	E E D	Application form and interview
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>Previous experience in a similar role, working with children and young people in a primary setting.</li> <li>Experience working constructively as part of a team.</li> </ul>	E E	Application form and interview
<b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b> <ul style="list-style-type: none"> <li>Knowledge of working with children with FASD.</li> <li>Able to promote independent learning in the classroom and support those appropriately with SEND especially FASD and ASD.</li> <li>Possess excellent communication skills.</li> <li>Excellent numeracy/literacy skills.</li> <li>Ability to use relevant technology and software packages.</li> <li>Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> <li>Ability to understand classroom roles and responsibilities and your own position within these.</li> </ul>	E E  E E E E  D	Application form and interview
<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>Committed to the highest standards of teaching and learning.</li> <li>Committed to forging excellent relationships with pupils, staff, parents and other professionals.</li> <li>Able to motivate and inspire children particularly those with SEND.</li> <li>Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>	E E  E  E E	Application form and interview

This job description is not your contract of employment, or any part of it. 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 must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Headteacher** \_\_\_\_\_ **Date** / /

