

Job Description:	Support Staff
Role:	Special Needs Teaching Assistant
Salary/Grade:	Band 5/Level 2 SCP 4-6

Introduction & Prime Objectives of the Post:

A Special Needs Teaching Assistant is expected to undertake work/care/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 or across the age range and ability range of learners in the school.

The postholder 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 and hygiene and well-being of the pupils.
- to make decisions using initiative within established working practices and procedures.

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties & Responsibilities:

Support for Pupils:

- Supervise and provide particular support for pupils with special needs, ensuring their safety and access to learning activities.
- 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/person in charge.
- 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/person in charge.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)

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.
- Maintain manual and computerised records as requested.
- 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
- Ensure the health and safety of pupils at all times
- Establish constructive relationships with parents/carers.

- Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc.
- 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, KS1/2, 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 (including checking for quality/safety and reporting any damages) and assist pupils in their use.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials

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
- 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/person in charge and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher/person in charge.
- May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- May be required to work with pupils of any age within the age-range of the school.
- May be required to work with pupils with the full range of SEN within the school

Effort Demands:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Make decisions using initiative within established working practices and procedures.

Environmental Demands/Working Conditions:

- Will have long periods of sitting or standing.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils and other visitors within the school or when conducting off site visits
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos are prohibited
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

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.

Date: September 2023

PERSONNEL SPECIFICATION:

		Essential/ Desirable	How Identified
Qualifications/ Training	<ul style="list-style-type: none"> • GCSE English and Maths at grade C or equivalent. • NVQ 2 for Teaching Assistants or equivalent qualifications or experience. • NVQ 2 in relevant discipline or equivalent qualification or experience. • Willingness to participate in development and training opportunities. • Evidence of previous personal development. • Training, or willingness to train, in Child Protection • Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc. • Health & Safety training as appropriate 	<p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<p>AF and Selection process certificates</p>
Experience	<ul style="list-style-type: none"> • Working with pupils of relevant age-range • Working with pupils with various Learning Difficulties – SLD / ASD / PMLD • Experience of/willingness to train in Behaviour Management and physical intervention – Team Teach • Experience of/willingness to train in communication approaches to access the curriculum. • Experience of / willingness to train in the use of hoists and physical positioning • Experience of /willingness to train in therapy and medical interventions 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF and Interview</p>

	<ul style="list-style-type: none"> • Experience of/willingness to train in specialist feeding techniques • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 	<p>E</p> <p>E</p>	
Knowledge, Skills & Ability	<ul style="list-style-type: none"> • Understanding of child development and learning. • An understanding of the issues relating to pupils who have special educational needs. • An understanding of the needs of a multicultural society. • Understanding of relevant polices/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies. • Effective use of ICT packages. • Good literacy / numeracy skills. • Ability to use relevant technology. • Ability to use ICT effectively. • Ability to use relevant equipment / resources • In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. 	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF and Interview</p>
Character & Values	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF and Selection process</p>

	<ul style="list-style-type: none"> • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures. • A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. • Willingness to continue to review own professional development 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<p>Personal Circumstances</p>	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level. 	<p>E</p> <p>E</p> <p>E</p>	<p>AF, selection process checks, interview</p>