



BROOKHOUSE PRIMARY SCHOOL

'Be the best you can be'

JOB DESCRIPTION

Job Title Special Support Assistant Level 3
Grade Band E – SCP 9-15
Salary £26,409 to £29,093 pro rata
Term Part-time - Term Time Only
Contract Fixed Term Contract to 31st August 2025 with a view to extending
Hours 30 hours
Required as soon as possible

Closing date: Monday 20th January 2025 by 12:00 noon

Interview date: Thursday 6th February 2025

JOB SUMMARY

1. To work collaboratively with teaching staff and assist the teacher in the whole planning cycle and the management/preparation of resources.
2. To provide support for a pupil, pupils, the teacher and the school in order to raise standards of achievement for all pupils e.g. pupils with SEMH, SEN, EAL, G&T, all underachieving groups
3. To undertake work, care or support programmes, inclusive of special/individual learning needs, to enable access to learning for an individual pupil/all pupil
4. To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.
5. To establish positive relationships with pupils and assist them to complete structured learning activities. Work may be carried out in the classroom or outside the main teaching area.
6. To assist the teacher in the management of pupils and the classroom.
7. To adapt work to meet the needs of specific pupils.

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KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Support for Pupils

1. Build and maintain successful relationships with pupils, acting as a role model and encouraging their development as learners.
2. To set high expectations for pupils, respecting their social, cultural, linguistic, religious and ethnic backgrounds.
3. Using specialist skills (curricular / learning), training and experience to provide support to an individual pupil/all pupil, including those with special needs or EAL needs, ensuring their safety and access to learning activities. This may include toileting and changing children where appropriate. This may include providing support via remote learning systems i.e. Teams.
4. To assist with the development and implementation of IEPs, EHCPs, and personal care programmes.
5. To follow and implement recommendations from other agencies and in liaison with the class teacher, to address pupils' barriers, in particular SEMH needs.
6. To promote independence and employ strategies to recognise and reward achievement within established school procedures.
7. To promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
8. To provide feedback to pupils on their progress and achievement under the guidance of a teacher.
9. To be involved in the process of adapting activities to match pupil needs.
10. To ensure good behaviour is maintained during breaks and support is provided for pupils as required.
11. To supervise and engage in playtime/lunchtime organised activities as required.
12. To liaise with parents in order to share information and promote the best outcomes for an individual pupil/pupils
13. To be flexible and adaptable in order to support children across school, from early years through to year 6, when needed.

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Support for Teachers

1. To promote positive values, attitude and good pupil behaviour, dealing promptly with conflicts/ issues and encouraging pupils to take responsibility for their own behaviour, in line with the school behaviour policy.
2. To liaise sensitively and effectively with parents and carers as agreed with the teacher and participate in feedback sessions/meetings with parents under the teacher's supervision.
3. To work with the teacher to plan lessons for the designated pupil or small group. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement, adjusting lessons and work plans as appropriate
4. To implement agreed learning activities/teaching programmes with advice from a teacher, adjusting activities according to pupil's needs. This may include planning bespoke lessons to cater to the pupil's needs.
5. To support the teacher by contributing to the delivery of the Early Years Framework or National Curriculum and learning strategies, initiating other learning activities to support the development of pupils' skills and recording achievement, progress and feeding back to the teacher.
6. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning outcomes.
7. To provide objective and accurate feedback to the teacher and reports as required on pupil progress, ensuring availability of appropriate evidence.
8. Undertake marking of pupils' work and accurately record achievement / progress against an agreed marking scheme under the guidance of a teacher.
9. To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of records and systems as requested.
10. To be responsible for the planning, mounting and displaying of pupils' work in the classroom, under the guidance of a teacher.
11. Within the context of the role, to determine the need for, prepare and maintain general and specialist equipment and resources i.e. using a specialist plan and resources provided by Speech and Language.

Support for the School

1. To be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
2. To contribute to the overall work and ethos of the school.
3. To work as part of a team and support the role of other people in the team and to establish constructive relationships with other agencies / professionals in liaison with the teacher, to support the achievement and progress of pupils.
4. To attend and participate in meetings as required.
5. To undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management, and use this to lead, advise and support others.
6. To assist with the supervision of pupils out of lesson time.
7. To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a pupil/group under the supervision of a teacher.
8. Create and maintain a safe learning environment for pupils.
9. Raise all concerns regarding the behaviour, progress or wellbeing or safety of pupils.
10. Actively promote and safeguard the welfare of children and young people by adhering to the school's safeguarding and associated policies.
11. Know how to identify abuse or neglect and follow safeguarding procedures.

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only, and may be changed at management's discretion in the future.

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Common Core of Skills and Knowledge for the Children's Workforce

The common core covers six themes:

1. Effective communication and engagement with children, young people, parents and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working
6. Sharing information

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PERSON SPECIFICATION

APPLICANTS MUST DEMONSTRATE THE FOLLOWING KEY AREAS:

No.	CATEGORIES	Essential/ Desirable
QUALIFICATIONS		
1.	NVQ level 3 in childcare/teaching and learning or above or equivalent relevant qualification	E
2.	GCSE (Grade C or above) in English and Maths	E
3.	Evidence of regular and recent professional development through CPD/INSET	E
4.	Mental Health First aid qualification or the willingness to undertake the training	E
EXPERIENCE		
1.	Minimum of 2 years' experience working with children in a primary school setting	E
2.	Experience of effectively supporting pupils with SEMH needs	E
3.	Trained in ELSA, Nurture, Lego Therapy or equivalent therapeutic intervention	E
4.	Experience of contributing to planning and supporting pupils' needs	E
5.	Experience of working with minority communities and children with EAL	D
6.	Experience of liaising with parents	D
7.	Experience of working with and supporting children with Special Educational Needs	E
8.	Experience of working with and supporting children at the early stages of child development (from 24 months)	D
9.	Experience of working with children with autism	D

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No.	CATEGORIES	Essential/ Desirable
KNOWLEDGE & UNDERSTANDING		
1.	Knowledge of classroom roles and responsibilities	E
2.	Knowledge of the primary curriculum and other basic learning programmes/ techniques	E
3.	Knowledge of the EYFS framework and early child development	D
4.	Knowledge of the needs of all pupils, including children with SEND and EAL	E
5.	Knowledge of factors which contribute to SEMH needs, such as ACES	E
6.	Knowledge and understanding of how children learn and how to motivate them	E
7.	Knowledge of how to support children with speech, language and communication needs	D
8.	Knowledge of safeguarding and child protection, confidentiality and data protection procedures	E
9.	Knowledge of using PECS/specialist speech and language plans	D
SKILLS & ABILITIES		
1.	Reinforce teaching points during teacher input	E
2.	Positively and effectively manage the behaviour of pupils	E
3.	Complete assessments	E
4.	Liaise with the SENDCO, teachers and outside agencies	E
5.	Ability to form good working relationships with children, parents and colleagues	E
6.	Ability to contribute to the planning and delivery of intervention programmes	E
7.	Ability to make effective use of ICT	D
8.	Ability to undertake high quality observations of children's learning and development	E
9.	Ability to deal with common accidents & injuries	E
10.	Ability to plan and deliver bespoke lessons catered to the child's learning needs/skills	E

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No.	CATEGORIES	Essential/ Desirable
PERSONAL QUALITIES		
1.	Commitment to undertake in-service development and other CPD	E
2.	Commitment to safeguarding and protecting the welfare of children and young people	E
3.	Ability to work as part of an effective team showing enthusiasm, adaptability and flexibility	E
4.	Maintain confidentiality	E
5.	Has an empathetic nature	E
6.	Demonstrates initiative in the classroom and working with children	E
7.	Willingness to participate in additional activities e.g. extra-curricular activities and events	E
8.	Providing support to pupils which may include toileting and changing where appropriate	E
9.	Good communication skills in English, both verbally and in written form	E
10.	Good time management and organisational skills	E
11.	Has the ability to be flexible and work either as a one to one or in a small group setting whereby the children are working at the same/similar level	E

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