

**Job description:** Special Support Assistant (SSA), working 1:1 with a child

**For September 2021**

#### Job details

**Contract type:** Fixed-term for duration of named pupil's time at Oak Green School

**Salary:** Bucks Pay Range 1, point 6-10 dependent on experience (**pro rata**) £7.90-£9.30ph

Term Time Only, 38 weeks per year

**Hours:** 32.5hrs per week – 08:30am – 3:30pm (1/2 hr lunch break)

**Start Date:** September 2021, subject to DBS checks, etc.

**Responsible to:** Head Teacher

**Line Manager:** SENDCo

**Responsible for:** Providing support for a specific named pupil, 1:1, in a group or whole-class

#### Main purpose

The SSA's main role is to provide support, as needed, for a pupil with an Education, Health and Care Plan (EHCP) for the duration of their time at Oak Green School. This support may include supporting any educational, emotional, behavioural and/or social difficulties they may have. The SSA will ensure that the pupil can integrate as fully (and as independently) as possible into activities generally undertaken by other pupils in the class and make progress.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. The SSA will be responsible for implementing the outcomes on the pupil's Individual Provision Map (IPM), in liaison with the class teacher and the SENDCo, liaising with any outside agencies involved in supporting the pupil and creating any resources needed to support the pupil within school.

#### Duties and responsibilities

##### Liaison with:

- SENDCo
- Class teacher
- Deputy Heads
- Headteacher
- Other support staff, including outside agencies, e.g. Speech and Language Therapists, Educational Psychologists on behalf of the SENDCo, should the need arise

##### Supporting the pupil:

- Provide learning support for named pupil on a 1:1, group or whole class basis, depending on need and activity
- Develop knowledge of the particular needs of the pupil and seek advice from the SENDCo, class teacher and outside agencies as required
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required, e.g. games, visuals and prompt cards

- To make or modify resources as suggested by the SENDCo, Educational Psychologist or other outside agencies
- To organise and maintain an inclusive learning environment across the whole school environment
- To provide positive reinforcements, praise and rewards to the pupil
- To facilitate inclusion in small group activities with peers and support interaction between them
- To foster independence in their learning
- To facilitate and support inclusion during unstructured times of the day, e.g. play and lunch times
- To attend in service training and meetings relevant to the post in order to keep up to date with developments in working with specified pupil

#### **Supporting the SENDCo**

- To work as part of the team to ensure that the well being and personal development of their named pupil enhances their learning opportunities and life skills
- To attend planning meetings with the SENDCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote the learning, behaviour and communication skills of their named pupil
- To provide regular feedback to the SENDCo and, where necessary, relevant outside agencies about any difficulties their named pupil may be having and the progress their pupil is making
- To complete all necessary paperwork provided by the SENDCo for their specific named pupil
- To contribute to the pupil's annual review by writing, or supporting the class teacher in writing a brief report and attending the meeting

#### **Supporting the Class Teacher**

- To work as part of the class team to ensure the full integration of their named pupil within the setting
- To liaise on a daily basis with the Class Teacher on how their pupil is accessing activities and programmes
- To support the Class Teacher with completion of any necessary paperwork, including reviewing progress

#### **Supporting the school**

- To foster links between home and school
- To participate in relevant professional development as deemed appropriate
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability and special educational needs
- To maintain confidentiality and sensitivity to the pupil's needs, but have regard to the safeguarding procedures of the school
- To carry out duties as directed by the SENDCo or Head Teacher

*Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.*

CRITERIA	QUALITIES	
	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• GCSE, 'O' Level or equivalent qualifications in Maths and English - <b>essential A*-C</b></li> <li>• NVQ Level 2 or equivalent – <b>essential</b></li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of work with children with special needs</li> <li>• Previous teaching assistant / learning support or SSA experience</li> <li>• Training in aspects of SEN and /or KS2, i.e. Autism, ADHD, Dyslexia</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with pupils' with special educational needs within a primary school setting</li> <li>• Experience of maintaining accurate records</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of carrying out tasks and responsibilities as directed by a SENDCo</li> <li>• Experience of organisation of a learning environment to meet children's needs</li> <li>• Experience of creating resources and running specific programmes for pupils with SEND</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Be a role model for behaviour both in the classroom and around school</li> <li>• Be able to prioritise tasks, plan and work under the pressure of a large and busy, inclusive primary school</li> <li>• Be able to demonstrate excellent communication skills with children and adults</li> <li>• Have interest in and knowledge of how pupils learn and behave</li> <li>• Have knowledge of how to motivate pupils with their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear understanding of how pupils who find difficulty in learning new concepts, and remembering taught concepts, might behave</li> <li>• Have knowledge and understanding of the different learning, physical, social and cultural needs of pupils</li> <li>• Able to encourage pupils to be sociable</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Able to maintain confidentiality</li> <li>• Be responsible and trustworthy</li> <li>• Be respectful towards children</li> <li>• Be resilient and determined</li> <li>• Be able to work as part of a team</li> <li>• Willingness to accept direction</li> <li>• Able to take the initiative and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Expect all children to make progress</li> <li>• Have an ability to motivate under challenging circumstances</li> <li>• Be calm and have patience</li> <li>• Be able to be flexible and innovative</li> <li>• Be computer-literate</li> </ul>