

JOB TITLE: Specialist Support Assistant

RESPONSIBLE TO: Higher Level Teaching Assistant

STATEMENT OF PURPOSE:

To work with the classroom teacher to support students' effective independent learning and progress in accordance with the national curriculum and with behaviour management strategies. To prepare resources and the classroom for planned activities. To provide support for all students' learning and care needs (intimate care when appropriate) and having due regard to the health, safety and wellbeing of students and colleagues.

KEY RESPONSIBILITIES

Learning and development activities:

- To provide support for learning activities across all areas of the national curriculum and to provide feedback to the teacher on student progress with objectives and tasks
- To assist with the timely preparation of resources, activities and the teaching environment ensuring student safety. This may include preparing materials to meet individual student needs
- To clear up after activities ensuring displays are kept safe and tidy
- To assist in the development of Individual Education Plans using the ACE model and to help students advance towards their targets and to provide feedback on progress
- To support students to review their own learning wherever possible
- To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher

Behaviour, therapy and play:

- To implement agreed behaviour management strategies to promote positive behaviour
- To support therapists and students before, during and following therapy sessions and to assist with therapies as required
- To provide opportunities for students to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth
- To support students to participate as inclusively as possible in all activities
- To help students manage their own feelings and relationships with others

Care and safety:

- To provide support to students' general welfare, including feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable
- To be familiar with students' care plans and provide care, encouragement and maintain dignity

- To assist with monitoring of physical wellbeing including students' eating habits to support the development of students' independence.
- To support students' emotional wellbeing, self-reliance self-esteem and resilience
- To assist in intimate care as required
- To assist in the administration of medication to students as required and in accordance with their Care Plan and legal guidelines
- To organise and supervise offsite activities and maintain health and safety of students when outside the school setting
- To assist in the supervision of students during break and lunchtimes and in the use of school transport
- To read, understand and follow the safeguarding policy

Communication:

- To provide support to communication and interaction needs including facilitating communication for students who use augmentative or alternative means of communication such as Makaton, VOCA
- To support students and their families for whom English is an additional language (EAL)
- To establish and maintain effective communication with parents, carers and families about the care and education of their children through communication books review meetings and phone calls

Team working:

- Assist in the assessment, monitoring and recording of student progress and behaviour and the maintenance of record keeping systems
- To provide occasional supervision of a group or class for time limited activities or in an emergency
- To provide cover for colleagues including in unfamiliar classes
- To work flexibly as part of the classroom team and to take part in the support and induction of new staff as well as the annual performance management scheme

Please note

Working with Special Educational Needs students requires a particular understanding and appreciation of the individuals' needs and circumstances. The students that attend Manor Green School all require a greater degree of support due to their physical, learning and/or communication needs. They face significant challenges when accessing the world around them and it is our role as professionals to facilitate and enhance their experience. A broad spectrum of training will be provided on how to support the particular needs of our students.

The work will necessarily involve sitting at low tables, on the floor and may involve the manual handling of students. The environment is designed to be accessible to all, however there may be times when it is noisy and busy.

In some cases, students may display behaviours that challenge. On rare occasions these behaviours may result in verbal aggression and/or physical assault/violence towards staff.

It should be understood that this is a response to the world around them and their challenges interacting with it. We acknowledge that this can be challenging for staff and is therefore emotionally and physically demanding. We promote a culture of wellbeing for all and as staff your needs are included in this. To ensure that your emotional, physical and spiritual needs are also met, you will be able to access training, coaching and counselling services as required.

This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
<p>Qualifications and training</p>	<p>Good levels of literacy & numeracy</p> <p>Experience of working with young people in the education/care/health sectors</p> <p>Awareness of health, safety and wellbeing requirements in a school environment</p>	<p>Level 2 or equivalent in Maths and English or willingness to study L2 Maths and English whilst working</p> <p>Health and social care or childcare qualification</p> <p>Manual handling training or qualification</p>
<p>Skills and experience</p>	<p>An understanding of the educational objectives of the school</p> <p>An understanding of how children learn</p> <p>Ability to support learning across all areas of the curriculum</p> <p>Ability to lead and direct the work of others</p> <p>Experience of working in a challenging environment</p> <p>Excellent planning and organisation skills</p> <p>Experience of accurate record keeping</p> <p>Excellent communication skills including written skills and the ability to communicate sympathetically with children and parents</p> <p>Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others</p>	<p>Experience of working within a health and social care setting (paid or voluntary)</p> <p>Experience of a SEN learning environment</p> <p>An understanding of care plans and their use</p> <p>Experience of group/class supervision</p> <p>Experience of monitoring and recording individual progress</p> <p>Alternative communication skills such as Makaton, VOCA</p>

Core Competencies	<p>Student Led</p> <p>Passionate about supporting young people with a disability in a dignified and person centred way</p> <p>Committed to a proactive approach to meeting the needs of students</p> <p>Is approachable and helpful</p> <p>Acts with honesty, integrity and discretion</p> <p>Is concerned with the health, safety and wellbeing of others</p> <p>Results Orientation</p> <p>Displays drive and energy and enthusiasm to enable progress and achieve results</p> <p>Works systematically and plans effectively</p> <p>Delivers on objectives</p> <p>Committed to continuous professional development</p> <p>Working Together</p> <p>Contributes to effective teamwork</p> <p>Understands and supports others</p> <p>Values people equally and encourages inclusive participation</p> <p>Willing to work in line with all MGS policies and procedures and attend all supervisions</p> <p>Adaptability</p>	
-------------------	--	--

	<p>Aligns behaviour to the needs / priorities / goals of students and the school as a whole</p> <p>Deals and copes with change</p> <p>Works well in a challenging environment</p> <p>Copes with ambiguity</p> <p>Remains calm and professional at all times</p> <p>Is self-aware and able to undertake self-evaluation</p> <p>Able to attend class from 8.45am daily during term time and undertake occasional out of hours activities as required.</p>	
--	---	--