



JOB TITLE: Apprentice Specialist Support Assistant

RESPONSIBLE To: Deputy Headteacher

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.

Duties of an Apprentice SSA

1. Contribute to the overall ethos and aims of the organisation and promote diversity, inclusion, equality and acceptance of all learners in line with school policies, including by challenging stereotyped views, bullying or harassment.
2. Implement safeguarding policies and safe practice, including online safety, in line with legislation, policies, and procedures including maintaining confidentiality.
3. Work in partnership and liaise with other professionals (such as the teaching staff, SEND Co, or external advisors) and parents/carers to support all learners' learning.
4. Reflect on their own practice and identify appropriate professional development opportunities with the support of colleagues.
5. Understand the specific needs of learners and use strategies to support all learners to achieve their learning goals.
6. Promote engagement and teach learning behaviours to support the development of independent learners.
7. Establish positive relationships with learners and promote positive behaviours, consistently applying the school's behaviour policy.
8. Support the social, emotional, mental health, wellbeing, and personal care of all learners in line with organisational policy and procedures.
9. Deliver individual and small group teaching within clearly defined/planned parameters in partnership with the teacher and other professionals.
10. Contribute to assessment and planning by supporting the monitoring, recording, and reporting of learner outcomes and participation as agreed with the teacher.
11. Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners.

12. Support or lead enrichment activities for example visits, out of school activities and in school clubs.

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 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 and HLTA.

Behaviour, therapy and play:

- To support 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, 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 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

Team working:

- Assist in the assessment, monitoring and recording of student progress and behaviour and the maintenance of record keeping systems
- To work flexibly as part of the classroom team

Please note

This work sometimes involves sitting at low tables or on the floor and may involve lifting or restraint of students for which training is available. The work is in a hectic and noisy environment with constant interruptions from children.

Working with Special Education Needs students requires a particular understanding and appreciation of the individual needs such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the students' special needs may result in staff being verbally or physically assaulted.

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
Qualifications and training	<p>Good levels of literacy/numeracy</p> <p>Awareness of health, safety and wellbeing requirements in a school environment</p>	<p>English/Maths qualifications</p> <p>Health and social care or childcare qualification</p>
Skills and experience	<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>An understanding of accurate record keeping</p> <p>Good communication skills including 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>

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</p>	
-------------------	--	--

	<p>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</p>	
--	---	--

	<p>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> <p>Vaccinated against Covid19</p>	
--	---	--