

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 co- facilitate weekly student counselling groups with an experienced counsellor.
- To work 1-1 therapeutically with identified students in areas such as self-esteem, body image, healthy relationships.
- To co-facilitate staff training in mental health issues such as self-harm, body dysphoria and anxiety.
- To gain experience in writing CAMHS referrals, risk assessments and Boxall profiles. Within the role you will work closely with students who have experienced trauma, attachment disorder or neglect. Learn strategies to encourage with school refusers with ASD, anxiety back into school.
- To gain a deeper understanding of challenging and complex conditions such as self harm, gender Identity, eating disorders, ADHD anxiety and depression
- 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

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

This work sometimes involves sitting at low tables or on the floor and may involve 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	Psychology Graduate Good levels of literacy & numeracy Experience of working with young people in the education/care/health sectors Awareness of health, safety and wellbeing requirements in a school environment	Level 2 or equivalent in Maths and English or willingness to study L2 Maths and English whilst working Health and social care or childcare qualification Manual handling training or qualification
Skills and experience	An understanding of the educational objectives of the school An understanding of how children learn Ability to support learning across all areas of the curriculum Ability to lead and direct the work of others Experience of working in a challenging environment Excellent planning and organisation skills Experience of accurate record keeping Excellent communication skills including written skills and the ability to communicate sympathetically with children and parents	Experience of working within a health and social care setting (paid or voluntary) Experience of a SEN learning environment An understanding of care plans and their use Experience of group/class supervision Experience of monitoring and recording individual progress Alternative communication skills such as Makaton, VOCA

	Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others	
Core Competencies	Student Led Passionate about supporting young people with a disability in a dignified and person centred way Committed to a proactive approach to meeting the needs of students Is approachable and helpful Acts with honesty, integrity and discretion Is concerned with the health, safety and wellbeing of others Results Orientation Displays drive and energy and enthusiasm to enable progress and achieve results Works systematically and plans effectively Delivers on objectives	

	Committed to continuous professional development Working Together Contributes to effective teamwork Understands and supports others Values people equally and encourages inclusive participation Willing to work in line with all MGS policies and procedures and attend all supervisions Adaptability Aligns behaviour to the needs / priorities / goals of students and the school as a whole Deals and copes with change Works well in a challenging environment Copes with ambiguity Remains calm and professional at all times Is self-aware and able to undertake self-evaluation Able to attend class from 8.45am daily during term time and undertake occasional out of hours activities as required.	
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