



JOB DESCRIPTION

Job Title:	SEND Support Assistant (Specialist Provision)
Salary:	TPAT Point 6
Responsible to:	Headteacher / ARB Lead Teacher / SENDCO / Teaching Staff
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	Senior Leadership Team, School Staff, Students, Parents & Carers, TPAT, Local Monitoring Committee, Suppliers and External Professional Bodies

Main Purpose of the Job:

SEND Support Assistants are responsible for providing learning support for pupils within an alternative provision in a school. Key aspects of the role are:

- Work proactively within a team of SEND Support Assistants promoting the highest standards of teaching and learning support.
- Take a pro-active role in the support of the educational, social and physical needs of the pupils.
- Support the curriculum and the school through the provision of high level assistance to the Teacher in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils.
- To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.
- Meet the needs of pupils with specific special educational needs and disabilities in relation to physical, learning and complex behavioural difficulties.
- To meet the needs of pupils who require personal care.

This job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of the ARB Lead / Headteacher, appropriate to the grade of this post.

Main Duties and Responsibilities:

Support for Pupils

To work under the instruction / guidance of the Teacher as well as the ARB / SEN leadership team to undertake work, care and support programmes to enable access to learning for pupils and to assist the Teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

- Provide particular support for pupils, ensuring their safety and access to learning activities.
- Assist with the development and implementation of SEND learning plans & EHCPs including social, health, physical, hygiene, first aid and welfare matters.
- To be aware of pupils' individual SEN learning plans and EHCP outcomes, risk assessments and management plans and to contribute to their development and carry them out appropriately.

- To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.
- To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the learning programmes, taking into account the learning support involved to aid the children to learn as effectively as possible.
- To assist with the assessment, monitoring and recording of children's progress, achievement, health, behaviour and general wellbeing and to feedback to the Teacher, ARB Lead or Headteacher as appropriate.
- Establish constructive relationships with pupils, acting as a positive role model and being aware of and responding / interacting appropriately to individual needs.
- Promote inclusion and acceptance of all pupils and provide a safe space for them to thrive.
- Encourage pupils to interact with others and engage in activities led by the Teacher.
- Set appropriate expectations dependent on each pupil and promote self-awareness and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the Teacher and relevant to the targeted learning or behaviour progress desired.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupils' efforts and to continually develop greater self-esteem and motivation.
- Carry out interventions and deliver therapy to pupils such as physiotherapy or speech and language therapy as guided by professionals, where training has been undertaken.
- To undertake personal care for pupils who require assistance; this may include washing, showering, cleaning intimate areas, dressing, undressing and meeting any personal care needs of the pupils within the provision, if trained to do so. There will always be two people in these cases for safeguarding purposes.
- To assist with the physical and medical needs of pupils requiring specialist personal hygiene, self-care (including incontinence) and to manage the physical needs of young people with regard to health and safety as required.
- To attend to the physical and medical needs of pupils requiring specialist care, for example assisting with one to one feeding, encouraging regular toilet breaks where required, administering medication etc.
- To meet the mobility needs of the pupils assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training, if trained to do so.
- To meet the needs of pupils with emotional and behavioural difficulties. To regulate the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training, school policies and procedures.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures, if trained.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the Teacher, to support pupils to achieve learning goals.
- Be aware of pupil problems/progress/achievements and report to the Teacher as agreed.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed. Provide regular feedback to Teachers on pupils' achievement, progress, problems etc.

- To assess, monitor and record children's progress in relation to IEPs, and to feedback to the SENCO/ARB Lead Teacher/Teacher with regard to children's progress and the success of IEPs, including making recommendations for alterations to improve the effectiveness of IEPs.
- Assist in the preparation of information and data for reports on pupils.
- Undertake pupil record keeping and information gathering as requested.
- Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Assist in collating teaching materials and other resources required to support the delivery of the learning programmes as outlined in the Teacher's lesson plans.
- Assist in monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment; monitoring stock levels of materials, checking for missing and/or damaged equipment, and arranging for new supplies to be ordered as required (subject to approval).
- Assist in cleaning and tidying the classrooms after lessons, ensuring all teaching materials and resources are accounted for and stored securely when not in use.
- To assist in ensuring that all wall displays are colourful, creative and well maintained.
- Establish constructive relationships with parents/carers. Gather/report information from/to parents/carers in a professional manner as directed.
- Provide administrative support which might include photocopying, typing, filing, collection of monies, collating letters & information etc.
- To meet with Teachers, ARB Lead, SENDCO & SEN Practitioners on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

Support for the Curriculum

- Provide learning support for agreed learning activities/teaching programmes, adjusting activities according to pupil responses in the moment.
- Be aware of the content of teaching plans prepared by the Teacher in order to support learning within the class.
- Support the Teacher in delivering programmes linked to local and national learning strategies as directed by the Teacher (eg literacy, numeracy) and make effective use of opportunities provided by other learning activities to support the development of relevant skills. Under the direction of the Teacher carry out interventions related to external professionals (eg Speech & Language Therapy (SALT), Occupational Therapy (OT), Child & Adolescent Mental Health Service (CAMHS), recording achievement and progress and feeding back to the Teacher.
- Support the Teacher in delivering outdoor learning, forest school activities and any activities outside of the school environment.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. Within an activity, adapt the resources, activity or environment to meet the needs of a pupil or group of pupils in that moment or under guidance from the Teacher when appropriate.
- To demonstrate understanding of a variety of teaching and learning strategies.
- To participate in meetings at the school which relate to the curriculum, behaviour, and the organisation and administration of the school.

Support for the School

- Be aware of, support and comply with all school policies, guidance and procedures: having special regard to child protection, equal opportunities, code of conduct, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and appraisals as required.
- Assist with the supervision of pupils out of lesson times and at lunchtimes on a rota basis.

Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group or individual pupils under the supervision of the Teacher.

General Responsibilities applicable to all staff

- Demonstrate and promote the values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school.
- Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.
- Be a positive influence on the climate and culture of the school and a positive role model at all times.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.

- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

Job Description

This job description 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 the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – [Specialist Provision]

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>GCSEs or equivalent to include Maths & English at Grade C or above.</p> <p>High levels of literacy and numeracy.</p> <p>Qualified to Level 2 or equivalent such as certificate in special educational needs and disability or relevant proven experience.</p> <p>Experience of working with children with special educational needs.</p> <p>First Aid Trained.</p>	<p>Childcare or Education related qualification</p> <p>Qualified to Level 3 in areas such as understanding specific learning difficulties, understanding children's mental health, health & social care etc or equivalent qualification fitting to the role or willing to work towards.</p> <p>Experience of implementing and delivering a range of intervention programmes with individual students, small groups and whole classes.</p> <p>Safeguarding Trained.</p> <p>Food Hygiene Certificate.</p>	<p>Application</p> <p>Certificates</p>

Skills and Experience	<p>At least one year's related experience within a school.</p> <p>Experience of working with SEN students.</p> <p>To be clear, confident & fair with good behaviour management skills.</p> <p>Ability to motivate & inspire pupils.</p> <p>Organisational skills.</p> <p>Good communication skills.</p> <p>Able to prioritise between different demands.</p> <p>Able to work to deadlines.</p> <p>Self-motivated, and experience of working in a team.</p> <p>A willingness to take on new challenges.</p> <p>A warm and empathetic personality is vital, as is a desire to work professionally with others to ensure we provide the best possible support for our pupils.</p>	<p>Experience of working with SEN children in a school or similar environment.</p> <p>An understanding of Health & Safety requirements & welfare issues of working with children.</p> <p>Knowledge & practical understanding of child development & pedagogy.</p> <p>Track record of improving outcomes for students, including vulnerable students and those with SEND, disadvantaged.</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p> <p>References</p>
Specialist Knowledge and Skills	<p>Skills & knowledge to deal with students safety & behaviour.</p> <p>Setting high standards to staff & students by personal example.</p> <p>Ability to work effectively under pressure.</p> <p>Ability to focus on standards & the belief that all pupils can succeed given the right opportunity & support.</p> <p>A willingness to relate to the local community.</p> <p>A commitment to maximising the academic, personal, social and emotional development of all students.</p> <p>Leading by example with high professional standards.</p> <p>Discreet at all times.</p> <p>Work constructively as part of a team.</p> <p>Effective communication with all stakeholders including students, staff, parents, LMC members and external agencies.</p> <p>Willing to work within organisational procedures, processes and to meet required standards for the role.</p> <p>Able to adopt a flexible working practice.</p>	<p>Knowledge of a range of issues relevant to special educational needs and child development.</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>Excellent record of attendance and punctuality.</p> <p>Champion for children.</p> <p>Enthusiastic, approachable with excellent interpersonal skills.</p> <p>Clear understanding of inclusion.</p> <p>Caring, child centred.</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities and inclusion.</p>		
Behaviours and Values	<p>Self-motivated and able to work constructively as part of a team.</p> <p>Able to adapt approach to suit circumstances and audience.</p> <p>Adopt a reflective approach towards professional decision making.</p> <p>Ability to relate well to children and adults and to inspire others to excel.</p> <p>A desire to facilitate achievement.</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm.</p>		Application Interview Assessment