



JOB DESCRIPTION

Job Title:	Specialist Support Assistant (Nurture and SEMH focus)
Salary:	TPAT Point 6
Responsible to:	Headteacher/SENCO/Teaching Staff
Direct Supervisory Responsibility for:	N/A
Important Functional Relationships: Internal/External:	TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, Suppliers and External Professional Bodies & Visitors

Main Purpose of the Job:

- To take a pro-active role in the support of the emotional, social, physical and educational, needs of the pupils.
- Support planning, preparation and delivery of Nurture session to small groups, which are designed to meet the needs of the students.
- To support children with their learning by enabling them to emotionally regulate both reactively when a child is in distress and proactively with a planned intervention.
- The practical organisation of activities, to develop children's emotional regulation.
- To take a pro-active role in supporting the educational, social and physical needs of the pupils.
- Provide complementary service to that provided by teachers and pastoral staff to address the needs of students who need help and support to overcome barriers to learning, both inside and outside school, to achieve their full potential.
- Understand the barriers to education that students face and be able to think and work creatively to implement support and strategies aimed at removing those barriers for individual students and groups, particularly those with neurodiversity.

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 SENCO, appropriate to the grade of this post.

Main Duties and Responsibilities:

- Contribute to the planning and delivery of daily activities within the Nurture provision.
- Support the delivery of a range of Nurture sessions.
- Create and maintain an engaging, fun and supportive environment, recording students' development and progress. Participating enthusiastically and embrace the Nurture ethos in every session.
- Contributing to the observations and assessments of student learning within Nurture programme.

- To build and maintain relationships that encourage pupils to interact and work co-operatively with others, promote independence, encourage social integration and individual development. Employ strategies which recognise and reward pupils' reinforcing pupils' self-esteem and to engage all pupils in learning activities.
- To meet the needs of pupils with emotional and behavioural difficulties. To prevent harm and disruption to the pupil or others through high quality support, within the limits of the post holders training and school policies and procedures.
- To supervise and manage pupils' reactions, promoting self-control and independence in accordance with the recognised behavioural standards and the school's established School Behaviour/Relational Policy ensuring an orderly and constructive environment for the class.
- To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the curriculum. To take into account children's individual behaviour plans to support the children to learn as effectively as possible.
- To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.
- Contribute to the planning of differentiated learning activities for individual or small groups of pupils, monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes, delivering these activities inside or outside the classroom.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- Plan for the needs of individuals and groups of students with a range of SEND.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- To support the pupil in developing social skills both in and out of the classroom.
- To supervise an individual or small group of children within a class under the overall control of the teacher. Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Set appropriate expectations dependent on each student and promote self-awareness and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher and relevant to the targeted learning or behaviour progress desired.
- Support students to reintegrate into school, following a period of absence / school avoidance.
- Communicate effectively with parents and carers under the direction of teachers.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- To assist in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To be responsible for monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment, monitor stock levels of materials, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required.
- To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
- To accompany children on educational visits and outings as supervised by the teacher.

- To assist with the assessment, monitoring and recording of children's progress, achievement, health, behaviour and general wellbeing and to feedback to the teacher or Headteacher as appropriate.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
- To assess, monitor and record children's progress in relation to Individual Learning Plans, and Individual Behaviour Plans and to feedback to the SENCO/Teacher with regard to children's progress and the success of ILP's and IBP's, including making recommendations for alterations to improve the effectiveness of ILP's and IBP's.
- To meet with the SENCO and/or other appropriate staff on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils.
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drug in line with school procedures (if trained).
- To carry out administrative tasks associated with all of the above duties as directed by the teacher or SENCO (behaviour lead).
- To meet the mobility needs of pupil who might need assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
- Support with intimate care plans if trained and required.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

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 Support Assistant (Nurture and SEMH focus)

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	High levels of literacy and numeracy with attainment of GCSEs grade C or above in English & Maths (or able to demonstrate equivalent numeracy/literacy skills to a level 2 standard of education). Qualified to TQUK Level 2 or equivalent such as certificate in special educational needs and disability. ICT skills appropriate to the role.	NVQ3 in a relevant area – autism, learning mentor, HLTA or equivalent qualification or experience. Training in the relevant strategies or curriculum areas. Student behaviour management training. First Aid Training.	Application Certificates

	Training in behaviour management techniques or willingness to learn. Experience of implementing and delivering a range of intervention programmes with individual students, small groups and whole classes.	Proven track record of raising educational standards.	
Skills and Experience	Experience of delivering a range of interventions to improve students' outcomes. Experience of working with young people with complex communication needs & other SEND. Experience of working with young people as a learning mentor or other education / youth / social work background. Experience of working with families. Understanding of principles of child development and learning processes. Skilled in developing & maintaining good relationships with young people & adults. Communicate clearly in speech & writing. Effective and efficient organisation, administrative skills & time management. Committed to continual personal and professional development.	Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist student groups. Experience of supporting children with Special Education Needs. Knowledge of specific curricular areas of key stages. Understanding of relevant policies/code of practice and awareness of relevant legislation.	Application Interview Assessment
Specialist Knowledge and Skills	A commitment to maximising the academic, personal, social and emotional development of all students. Leading by example with strong professional standards. Willing to work within organisational procedures, processes and to meet required standards for the role. Be resilient and demonstrate an ability to work well under pressure. Able to adopt a flexible working practice. Excellent record of attendance and punctuality. Champion for children. Enthusiastic, approachable with excellent interpersonal skills. Clear understanding of inclusion. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	Awareness of the SEN Code of Practice and guidance on meeting SEN. Practical skills relating to planning & utilising individual learning programmes. TIS training (or similar).	Application Interview Assessment

	Committed to promoting equality of opportunity and inclusion.		
Behaviours and Values	Self-motivated and able to work constructively as part of a team. Able to adapt approach to suit circumstances and audience. Adopt a reflective approach towards professional decision making. Ability to relate well to children and adults and to inspire others to excel. A desire to facilitate achievement. Ability to work to deadlines and methodical approach to work. Ability to thrive under pressure. Deeply committed to equality of opportunity, British Values and diversity. Caring, child centred.		Application Interview Assessment