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| **JOB DESCRIPTION**  **FIRWOOD SCHOOL** | | | cid:A43F5A882E044B4F954C57CA7AA80984@eurprd08.prod.outlook.com |
| **School** | Firwood High School | | |
| **Job Title** | Part Time Welfare Assistant (SMSA) | | |
| **Grade** | Grade 4, Point 17 – 21 | | |
| **Primary Purpose of the Job** | To work with and supervise individuals and groups of students under the direction/instruction of teaching &/or senior staff, inclusive of physical and general care and basic classroom management techniques. | | |
| **Responsible to** | Head of School and Deputy Head Teacher | | |
| **Principal Responsibilities** | Provide support for students, teacher, curriculum and the school with a particular focus on student’s feeding, intimate care and mobility needs | | |

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| **MAIN DUTIES** | | |
| 1. | | **Support for Students** |
|  | Establishing good working relationships with students, acting as a role model | |
|  | Being aware of and respond appropriately to individual student needs | |
|  | Promoting inclusion and acceptance of all students | |
|  | Encouraging students to interact with others and engage in activities led by the teacher | |
|  | Encouraging students to act independently, as appropriate, including:  Assisting students to eat their lunch, including tube feeding in accordance with training provided.  Toileting and changing students including appropriate use of equipment to assist with manual handling in line with guidance e and training received. | |
|  | Supervising students during mid-day break and being aware of individual behavioural strategies. | |
|  | Supporting students who become ill during the day, under the direction of the medical team | |
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| 2 | | **Support for teachers** |
|  | | Reporting student achievements, progress and issues as appropriate in agreed format |
|  | | Undertaking student record keeping as requested |
|  | | Managing student behaviour in line with school policy and ensure reports are made in agreed school format |
|  | | Gathering/reporting basic information from/to parents/carers as directed |
| 3 | | **Support for the curriculum** |
|  | | Assist students by meeting care, intimate care and mobility needs under the direction and guidance of other professionals |
|  | | Prepare and maintain equipment and resources as directed, including cleaning special chairs, doing laundry, etc. |
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| 4 | | **Support for the school** |
|  | | Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) |
|  | | Contribute to the school ethos, aims and development/improvement plans |
|  | | Appreciate and support the role of other professionals |
|  | | Attend relevant meetings as required |
|  | | Participate in training and other learning activities as required |
|  | | Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours |
|  | | Accompany teaching staff and students on visits, trips and out of school activities as required, including hydrotherapy where students need supporting in the water. |
|  | | **Customer Care -** To provide quality services that are what our students, families and staff want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered. |
|  | | **Develop oneself and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others |
|  | | **Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan. |

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

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| **Date Job Description prepared/updated** | July 2016 |
| **Job Description prepared by** | Debbie Coburn |



**PERSON SPECIFICATION**

**Department** Firwood High School

**Job Title** Part –Time Welfare Assistant Level (SMSA)

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** | | |
| 1.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all students and colleagues | Application Form/Interview |
| 1.3 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.4 | Good personal numeracy and literacy skills | Assessment |
| 1.5 | Awareness and basic understanding of school curriculum (within specified age range of subject area) | Application Form/Interview |
| 1.6 | Understanding of basic technology – computer, video, photocopier | Application Form/Assessment |
| 1.7 | Experience of working with &/or caring for children (within specified age range)  Experience of working with children with disabilities is a desirable but not essential requirement for this post | Application Form/Interview |
| 1.8 | **Customer Care -** Listen and respond to the needs of individual students, their families as part of a multi disciplinary team | Application Form/Interview |
| 1.9 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |
| 1.10 | **Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Application Form/Interview |

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| **2. Experience/Qualifications/Training etc** | | |
| 2.1 | Requirement to complete relevant training e.g. Moving and Handling, Team Teach physical intervention | Interview |
| 2.2 | Willingness to participate in other relevant training and development opportunities | Interview |
| **3. Work Related Circumstances – Professional Values & Practices** | | |
| 3.1 | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |

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| **STAGE TWO** | Will only be used in the event of a large number of applicants meeting the minimum essential requirements |

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| **ADDITIONAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** | | |
| 1.1 | Basic awareness of inclusion, especially within a school setting | Application Form |
| 1.2 | Experience of working with &/or caring with children (within a specified age range) **within an education setting** | Application Form |

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| **2. Experience/Qualifications/Training etc** | | |
| 2.1 | Willingness to undertake appointed person certificate in First Aid | Interview |

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| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |