

JOB DESCRIPTION

Post Title: SUPPORT ASSISTANT	
Division/Section: EDUCATION	Post Grade: Grade 9
Location: Vision House Resourced Provision (Part of Vision Multi Academy Trust)	Post Hours: 32.5 hours
Special Conditions of Service: Driving Licence and access to own vehicle	
<p>Purpose and Objectives of Post:</p> <p>To work as a team member within the Resourced Provision to support the learning, progress and care of pupils with difficulties in the primary area of SEMH, to support them to achieve their potential and personal best.</p> <p>To provide support to teachers and pupils to ensure they are demonstrating positive behaviour for learning, are learning ready and adaptations are made accordingly to best suit individual needs.</p> <p>To provide practical and emotional support to children, their families and carers.</p> <p>Planning, preparing and delivering activities supporting the wellbeing of the whole child</p> <p>Monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.</p> <p>Management and development of a specialist area within the resourced provision and provide support to other teaching assistants including training across the Trust and feeder primary schools.</p> <p>Support effective liaison and communication between the resourced provision, feeder primary schools, other agencies and parents to work together to plan for the effective support for the pupils.</p>	
Accountable to: SEMH Manager / Head Teacher	
Immediately Responsible to: SEMH Manager/Teacher	
Immediately Responsible for: Teaching Assistants	
<p>Relationships: (Internal and External)</p> <p>Governors, Head Teacher, Teachers, Support Staff, Pupils.</p>	
Control of Resources:	

Duties/Responsibilities:

SUPPORT FOR THE PUPIL (under an agreed system of supervision)

- Provide skilled delivery and support for pupils with SEMH/SEND to promote their learning and achievement, independence and confidence
- Plan and deliver specialist pastoral support services and specific intervention sessions such as: nurture groups, friendship groups, therapies, counselling and social and emotional literacy to remove barriers to learning and raise self-esteem and resilience
- Assess the needs of pupils with SEMH difficulties and use detailed knowledge and specialist skills to support pupil learning.
- Promote the inclusion and integration of the pupils in the resourced provision and during the reintegration into their feeder school ensuring access to the curriculum and other educational opportunities
- Encourage pupils to interact with others and work cooperatively with others and engage pupils in activities.
- Promote excellent pupil behaviour, dealing promptly with conflict and incidents in line with the established policies of the Trust and encourage pupils to take responsibility for their own behaviour
- Promote independence, employing strategies to recognise and reward achievement of self reliance.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Assist with the supervision of pupils out of lesson times, including breaktime and lunchtime as required
- Develop and implement individual learning plans.
- Provide feedback to pupils in relation to progress and achievement.
- Help parents and carers to develop a wide range of approaches to equip them with necessary parenting skills to promote the child's appropriate learning and the wellbeing of the whole child

SUPPORT FOR THE TEACHER

- Prepare, maintain and use specialist and other curriculum resources required to meet the lesson plan/relevant learning activity and assist pupils in their use.
- Assist in the development of lessons and specialist programmes of interventions and implement under the guidance of the teacher
- Monitor and evaluate pupil responses to therapies/activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress, barriers to learning and development and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Contribute to reports, record keeping and maintenance, information and data, pupil profiles and in the reviews of cycles of APDR and EHCPs
- Work within an established nurturing and restorative approach to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning / nurture activities to pupils within an agreed system of supervision, adjusting activities according to pupil learning styles and responses/needs.
- Assist pupils to access learning through specialist support eg. curriculum/SEN specialism/SALT
- Select and prepare required resources necessary to lead learning/nurture activities, taking account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of 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).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the resourced provision.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.
- To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service)

PERSON SPECIFICATION
SUPPORT ASSISTANT (GRADE 9)

<u>ASSESSMENT METHOD</u>	<u>SHORT-LISTING CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
APPLICATION FORM /INTERVIEW	QUALIFICATIONS/TRAINING NVQ 3 or above in a relevant qualification or equivalent	✓	
APPLICATION FORM / INTERVIEW	Training in relevant strategies	✓	
APPLICATION FORM / INTERVIEW	Specialist skills/training	✓	
APPLICATION FORM /INTERVIEW	SKILLS Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓	
APPLICATION FORM / INTERVIEW	Ability to promote a positive ethos and role model positive attributes	✓	
APPLICATION FORM / INTERVIEW	Ability to deal with pupils with a wide range of challenging behaviours, establishing constructive relationships and interacting with them according to individual need	✓	
APPLICATION FORM /INTERVIEW	Ability to build effective working relationships with colleagues	✓	
APPLICATION FORM / INTERVIEW	Ability to adapt own approach in accordance with pupil needs	✓	
APPLICATION FORM /INTERVIEW	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	✓	

APPLICATION FORM /INTERVIEW	Excellent numeracy and literacy skills equivalent to GCSE A* - C or equivalent in English and Maths	✓	
APPLICATION FORM / INTERVIEW	Ability to organise, lead and motivate a team of support staff		✓
APPLICATION FORM / INTERVIEW	KNOWLEDGE / EXPERIENCE Extensive experience of working with children or Young People with SEND particularly SEMH	✓	
APPLICATION FORM / INTERVIEW	An understanding of principles of child development, learning styles and independent learning	✓	
APPLICATION FORM / INTERVIEW	Experience of supporting and delivering intervention programmes of work for children or Young People with SEMH	✓	
APPLICATION FORM / INTERVIEW	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓	
APPLICATION FORM / INTERVIEW	Can use ICT effectively to support learning	✓	
APPLICATION FORM /INTERVIEW	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	✓	
APPLICATION FORM /INTERVIEW	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	✓	
APPLICATION FORM /INTERVIEW	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	✓	
APPLICATION FORM /INTERVIEW	Able to improve their own practice through observations, evaluation and discussion with colleagues	✓	
APPLICATION FORM /INTERVIEW	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	✓	

APPLICATION FORM /INTERVIEW	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	✓	
APPLICATION FORM /INTERVIEW	Willingness to participate in relevant training and development opportunities	✓	

Employees of Vision Multi Academy Trust have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.