

Job Description

Post title: SEND Support Assistant, Level 2

Contract: Fixed Term

Pay range: Band 5, SCP4 – SCP6

Line manager: Head of School

Location: Baildon Glen Primary School

Hours of Work: 32.5

Purpose of the Role: To undertake work/care/support programmes to enable access to and enhance 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.

Supervisory Responsibilities:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

Supervision and Guidance:

To work under the instruction and guidance of teaching & senior staff.

Decision Making:

To make decisions using initiative within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

Key Stakeholders:

Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Duties & Responsibilities:

Support for Pupils

- Supervise and provide specific support for pupils, including those with special needs, ensuring their safety, and access to learning activities and progress.

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- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes in order to promote pupil learning.

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 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
- Establish constructive relationships with parents/carers.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, Early years, recording achievement and progress and feeding back to the teacher.
- 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.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, 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.
- 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 performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.



- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To support, uphold and contribute to the development of the Trust/School's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Adhere to the schools Professional Code of Conduct for Staff.

Management of Resources

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

Safeguarding and Compliance

- Promote the safety and wellbeing of pupils and staff within the school
- Uphold the school's policies in respect of Safeguarding and Child Protection
- Through example, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS <ul style="list-style-type: none"> • English and Maths GCSE grade C or above (or equivalent). • Level 2 in a relevant field of study. • Other qualifications in relation to post e.g. health, children, practical skills, first aid. 	E E D	Application form and interview
EXPERIENCE <ul style="list-style-type: none"> • Previous experience in a similar role, working with children and young people in a primary setting. • Experience working constructively as part of a team. 	E E	Application form and interview
KNOWLEDGE/SKILLS/ABILITIES (Core competencies) <ul style="list-style-type: none"> • Knowledge of working with children with FASD. • Able to promote independent learning in the classroom and support those appropriately with SEND especially FASD and ASD. • Possess excellent communication skills. • Excellent numeracy/literacy skills. • Ability to use relevant technology and software packages. • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level. • Ability to understand classroom roles and responsibilities and your own position within these. 	E E E E E E D	Application form and interview
PERSONAL QUALITIES <ul style="list-style-type: none"> • Committed to the highest standards of teaching and learning. • Committed to forging excellent relationships with pupils, staff, parents and other professionals. • Able to motivate and inspire children particularly those with SEND. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	E E E E E	Application form and interview

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.