



The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



JOB PROFILE

Department	Teaching & Learning
Job Title	Level I – Special Support Assistant
Reports To	Line Manager
Job Purpose	<p>To provide support to pupils individually or in groups working with them as directed by the Teaching Staff within a structured teaching situation or individually as required to secure continuous improvement in pupil achievement, ensuring a secure, challenging and motivating educational environment.</p> <p>To ensure continuity and stability for pupils this role may involve being assigned to an individual pupil through his/her time at the school.</p>

JOB DESCRIPTION

Main Tasks

1. Assist pupils individually and in groups with their work following the direction and guidance of the Teacher to enable them to complete the work to their full ability.
2. Work with pupils both inside the classroom and elsewhere to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
3. Support and assist pupils with social integration advising them on strategies to deal with problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice.
4. Help the teaching staff in the preparation of lessons in advance to identify necessary preparation for the lesson, to gain familiarity with the work to be covered and design appropriate teaching aides.
5. Create learning materials as agreed with the teacher following guidance to ensure maximum access to the lesson material for pupils.



6. Identify issues of concern and positive feedback to be shared with teaching staff. Liaise with teaching staff, therapy staff and parents/carers creating an effective team who share knowledge and information.
7. Keep a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform pupils' assessment and future planning.
8. Support basic administrative duties such as photocopying, filing, arranging and management of resources, routine marking, display work, record keeping and collation of basic data.
9. Provide practical help and support such as help with feeding, toileting, personal hygiene and mobility for children with physical disability/difficulty. Administer medication and follow basic medical procedures as instructed following appropriate training (where applicable).
10. Supervise pupils when required during non-teaching times of the day to ensure their health and safety.
11. Undertake other reasonable duties of a similar level and nature to the post as requested.

Responsibility

1. Identifying changes in the developmental needs of pupils and bringing these matters to the attention of the appropriate teaching staff.
2. Keeping up to date with information regarding pupil needs and the content of their IEP's if appropriate.
3. Building positive relationships with pupils and providing an exemplary role model to encourage them to develop good social skills and become as independent as possible for each individual.
4. Working independently with small groups of pupils when required, following the learning programme designed by the teacher ensuring the health and safety and welfare of the group.
5. Supporting the ethos of the school by implementing the Behaviour policy and school expectations.
6. Assisting in the review of school policies especially those relating to your area of work.

Decision Making

1. When to refer matters to the Teaching staff.
2. Which information is to be kept confidential – particularly sensitive pupil matters.
3. Day to day decisions regarding the management of pupil behaviour in groups, socially or in a 1-1 situation.
4. When a pupil's progress should be brought to the attention of teachers during the delivery of a specified programme of study.

Contacts and reasons for the contact

Teachers – to assist them in planning, preparing materials, delivering learning programmes planned by the teacher and assessing pupils' progress and effectiveness of the session.

Pupils – to support, assist and enable them to access the curriculum to their fullest ability and minimise the effect of their special needs. To care for their personal needs, maintaining dignity



and respect. Encourage pupils to develop social and independence skills whilst providing support when it is needed.

Executive Principal and Senior Managers – to report on actions and recommendations as a result of any responsibility for a particular area of expertise. To report any serious concerns after liaising with the teacher. To take a full part in whole school planning as part of the team.

Other staff – to work as part of a team with other classroom assistants, lunchtime supervisors and specialist staff such as therapists to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of the session or day.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Field Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.

Postholder Name: _____

Signature: _____

Date: _____



Behavioural Competencies

These are the behaviour aspects that make the difference between an excellent SSA and an average one. All staff will be expected to display these competencies on appointment and whilst in the job. Those judged to progress up the scale will be expected to display the competencies to a higher level.

1. Team worker – able to work positively with others, encourages input from all and actively contributes to team discussions working to come to consensus decisions.
2. Flexibility – will always go the extra mile to meet the needs of the job, undertaking a variety of work to achieve the best outcomes for pupils.
3. Constantly seeks improvement – of their own skills, knowledge and ways of working as well as systems of work and resources to do the job. Has high expectation of themselves and pupils.
4. Uses initiatives when identifying tasks to be done and priorities.
5. Consistency of purpose – is able to act consistently and make decisions fairly when working with pupils and staff.
6. Judgement – can exercise good judgements based on sound facts, knows when to step back or get involved when dealing with pupils or staff. Can identify which things are of a confidential nature and who are the right people to inform.
7. Communicator – socially and professionally skilled at dealing with people and is able to engender the confidence of others, displaying exemplary social skills at all times and a sensitivity in the light of confidential information.
8. Empathy – with children with a wide range of specific needs and from a range of backgrounds.

Qualifications for Level 1 SSA

	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> • English & Maths GCSE or equivalent at grade C or above. 	<ul style="list-style-type: none"> • Induction to learning support work – school based or LEA. • NVQ 2 in learning support or similar. • First aid training. • Specialist accredited training such as dealing with autism, signing, language development, Specific Learning Difficulties (SpLD)/Dyslexia and others.
Experience	<ul style="list-style-type: none"> • Experience of dealing with developing positive relationships with children. • Teamwork in a work or social setting. 	<ul style="list-style-type: none"> • Coaching/working with others to learn skills or knowledge in a formal or informal setting.



		<ul style="list-style-type: none">• Experience of supporting pupils with special needs to encourage independence.• Work in a school setting.
--	--	---



<p>Personal skills/knowledge</p>	<ul style="list-style-type: none"> • Good literacy and numeracy skills – enabling personal confidence when reading and doing number work with children up to Year 6 (lev. 5). • Good organisation/prioritisation skills. • Good verbal communication. • Enthusiasm and initiative. • Empathy with children. 	<ul style="list-style-type: none"> • Has well developed literacy and numeracy skills. • Demonstrates an understanding of a specialist area of related work i.e. a curriculum area. • Can demonstrate a specialist skill to support a technical area or work with pupils who have specific difficulties. • Knowledge of school practices and policies for supporting pupils in particular SEN. • Ability to manage oneself and develop the role so that it contributes effectively to the work of the teacher and raises standards of attainment of pupils.
---	--	---

Progression Criteria

Progression to the higher levels will be subject to work being available at that level and staff demonstrating that they meet these criteria in a meeting with the Executive Principal and appropriate manager.

Staff will usually be appointed at the basic level in the post and will progress up the scale when they are judged by the Executive Principal to be competent to do so. In most cases this will be after at least three years in the post.

Where external staff are recruited with at least three years' experience they will usually be appointed at the basic grade and where appropriate considered for progression after a short time in the post. Any progression will be subject to assessment by the Principal, taking into account recommendation of the lead teacher in the area.

Periods of minimum service for grades 2 – 3 may be negotiated on appointment on the basis of relevant experience in other schools and achievement of the appropriate qualifications. Assessment during a suitable induction period will then be undertaken.

To level 2

1. Occupant of the post for at least three years or substantial proven experience in this field of work in another school.
2. Proven ability to work at the highest level demonstrated by observation and interview with Executive Principal and recommendation of Senior Staff and developed behavioural competencies appropriate to the job as outlined above.
3. Study and achievement of at least two accredited short courses in a relevant field of work.