



JOB TITLE: Individual Needs Assistant (INA)

Hours: 37.5 per week (8:30am – 4:00pm)

Term-time contract, fixed term.

Northeast Manor School is an Independent Special School approved by the DfE as a co-educational day school for children and young people primarily with specific learning difficulties (dyslexia) and communication, interaction and sensory needs.

Our location, a spacious country site built round an 18th century manor house, gives everyone room to grow, and develop in a true community with a family feel and we are an easy commute from Brighton, Tunbridge Wells and Eastbourne.

The school's approach to meeting the needs of students is holistic, and this is an opportunity to join a dynamic team that involves teachers and therapists, who are dedicated to enabling Northeast Manor to continue as a centre of excellence and for young people to achieve excellent outcomes.

1. PURPOSE OF JOB

This role is to work under the instruction of teaching/therapeutic staff to provide support throughout the school day, to enable access to learning for students with Special Educational Needs. Whilst the role is to work primarily with an individual student with complex needs, you will also support other students in the group when appropriate (to promote independence and the development of peer relationships. Support may be carried out in the classroom or outside the main teaching area.

2. PRINCIPAL ACCOUNTABILITIES

Support for the Pupils

- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities
- Assist with the development and implementation of Therapy Passports and Pastoral care Plans and intervention programmes
- 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

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals and outcomes

- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress and difficulties
- Promote good 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
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical / admin support, e.g. photocopying, typing, filing, money and administer coursework.

Support for the Curriculum

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses
- Undertake programmes of intervention
- 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 Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure 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

Safeguarding

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to

the safety or welfare of children in the School s/he must report any concerns to the School's Designated Person.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. Your duties will be as set out in the above job description but please note that the school reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

Person Specification – Individual Needs Assistant

	Essential	Desirable
Knowledge, Skills, Abilities and Attributes	<ul style="list-style-type: none"> • NVQ Level 2 or equivalent qualification, or equivalent relevant experience in working with young people. • Experience of supporting children in a classroom environment, including those with special educational needs • Excellent written, communication and organisational skills • The ability to identify the challenges and barriers that many young people experience and to engage in strategies to help them to overcome these barriers. • An understanding of the challenges facing young people and the desire to help young people overcome these challenges on a day to day basis. • An ability to work with calmness and empathy when under pressure • An ability to work within set timescales and under pressure • Sound knowledge of Child Protection and Safeguarding (training will be provided) • Have the flexibility and resilience to deal with the reactive nature of pastoral work on an on-going basis. • Ability to work effectively with and relate to and earn the trust of young people, families and carers. • Ability to work effectively with, relate to and earn the trust of teaching staff, senior managements and external agencies. • An open, honest and active listener driven by an interest to hear young peoples' voices and stories. • Proactive approach to supporting to remove barriers to young peoples' development and progression. • Committed to continuous professional development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills • Ability to work individually and as part of a team 	<ul style="list-style-type: none"> • Experience of working within an educational environment. • Experience of working with children and young people with special educational needs, specifically those with a visual impairment. • Experience of supporting a child or young person in a 1:1 capacity • A working knowledge of Engage or the willingness to undertake appropriate training. • A working knowledge of Microsoft Office (specifically Excel and Word).

Northeast Manor School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be expected to obtain an enhanced DBS Disclosure.