

## Teaching and Learning Family

Special Support Assistant Level 2 - Job Description		
Role Title	Typically reports to	
Special Support Assistant (SSA) – Key Worker	SENDCo	
JE Code	Grade	Date of profile
D175	4	02/03/2023
Purpose of the role (job statement)		
<p>You will work under the direction and guidance of the SENDCo and SEND Associate Leaders to enable access to the curriculum and associated activities for students with additional needs across the school. You will be an enthusiastic and committed individual with a passion for supporting vulnerable young people.</p> <p>You will be a key worker for students with additional needs and take responsibility for reviewing and implementing their support provision, including the setting of specific targets. You will be a great communicator and be able to effectively communicate with the wider school staff team, parents and external agencies to ensure appropriate support is implemented for students with additional needs.</p> <p>You will assist teaching staff to support students to access the curriculum and appropriately differentiate their curriculum resources when appropriate. You will support the emotional, social and mental health needs of students, maintaining a calm and supportive mentality at all times. You will support students to access extra-curricular activities during unstructured times and at the end of the school day.</p> <p>This role is designed to support our students with additional needs to make academic progress in order to enable them to achieve the best possible outcomes at Key Stage 4 through implementation of an appropriate curriculum, designed to meet the needs of those with additional needs. You will be committed to your own professional development.</p>		
Main duties		
<p><b><u>Support for Pupils</u></b></p> <ul style="list-style-type: none"> <li>• Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.</li> <li>• Assist with the development and implementation of Individual Education Plans, Pupil Support Plans and Pupil Passports.</li> <li>• Establish constructive relationships with pupils and interact with them according to individual needs.</li> <li>• Use additional support strategies and scaffolding in class to support full access to the lesson content.</li> <li>• Promote the inclusion and acceptance of all pupils.</li> <li>• Encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>• Set challenging and demanding expectations and promote self-esteem, resilience and independence.</li> <li>• Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.</li> <li>• Support pupils to access extra-curricular activities and intervention before and after the school day.</li> </ul>		

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### Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 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, issues etc.
- 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.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

### 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. Record achievement and progress and feedback 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.

### **Responsibilities:-**

- 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 equal opportunities for all.
- 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.

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Teaching Assistant General Level 2 -Person Specification			
Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
<b>Skills Knowledge Aptitudes</b>	• Effective use of ICT to support learning	E	A I
	• Use of other equipment technology – e.g. photocopier	E	A I
	• Understanding of relevant polices/codes of practice and awareness of relevant legislation	E	A I
	• General understanding of national curriculum and other basic learning programmes/strategies	E	A I
	• Basic understanding of child development and learning	E	A I
	• Ability to self-evaluate learning needs and actively seek learning opportunities	E	I
	• Ability to relate well to children and adults	E	I
<b>Qualification s and Training</b>	• GCSE/Level 2 in English and Maths or equivalent	E	A
	• Experience in relevant discipline/job role	D	A I
	• Training in the relevant learning strategies/role	D	A
	• First Aid qualification	D	A
<b>Experience</b>	• Working with children of relevant age (11-16)	E	A I
<b>Disposition</b>	• Able to work on own initiative and as part of a team with minimal supervision	E	I
	• A friendly, positive and flexible approach	E	A I
Conditions of Service			

Signature of post holder \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Signature of headteacher \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.



Pride - Determination - Strength

## **Teaching and Learning Family**

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.