

Wiltshire Council

School Support Staff

Job Profile

Reference :	SCH039	Grade F
Job Title :	Special Teaching Assistant	
Main Job Purpose :	To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within a defined Special School or Specialist Learning Centre or (exceptionally) individual pupils in a mainstream school. These will range from pupils who have significant physical, sensory or behavioural problems to pupils with severe, profound and multiple learning difficulties. The ages of the pupils involved will be within the nursery to post-16 range.	

Main Duties	
1.	<p>Supporting pupils learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none">- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs- adapting & personalising work for individual pupils to suit their ability- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to Teachers- clarifying and explaining instructions- ensuring pupils are able to use equipment and materials provided- motivating and supporting pupils- helping pupils to concentrate on and finish work set- meeting physical needs as required while promoting independence- liaising with class teacher and SEND team about Behaviour Support Plans and EHCP outcomes- developing appropriate resources to support pupils engage and learn- listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue

Main Duties	
2.	<p>Supporting pupils' self-esteem, inclusion and behavioural development, e.g.</p> <ul style="list-style-type: none"> - encouraging an acceptance and inclusion of the pupil with special needs - developing methods of promoting/reinforcing the pupils' self esteem and independence - providing individual or small group supervision in and out of the classroom for pupils with behavioural problems - establishing a supportive relationship with pupils - reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site and apply 'The Downland Way' - supervising pupils on school activities and school trips
3.	<p>Provide physical/personal care to pupils, e.g.</p> <ul style="list-style-type: none"> - supervising pupils with medical needs, e.g. diabetes, epilepsy
4.	<p>Supporting the Teacher/s, e.g.</p> <ul style="list-style-type: none"> - Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support - Contribute to the development of Behaviour Support Plans and reviews of pupil progress and engagement - In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance across a range of systems - Providing regular feedback about pupils to the teacher/s - Encouraging the social and emotional development of pupils by intervening in situations which call for adult supervision
5.	<p>Supporting the curriculum</p> <ul style="list-style-type: none"> - Support the delivery of the literacy and mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school. - Improve the classroom and school environment e.g. create displays that celebrate pupils' achievement

6.	<p>Supporting the school, e.g.</p> <ul style="list-style-type: none"> - where appropriate, fostering and develop links between a pupil's home (parent/carer) and school - assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment etc - helping to ensure the hygiene of the teaching environment in cases of sickness or soiling, with training - Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils - Support at taxi arrival and drop off as directed
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Supervision and Management
<p>The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.</p>

Creativity and Innovation (i.e. Problem Solving)
<p>The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem, e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.</p>

Key Contacts And Relationships
<p>The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.</p>

Decision Making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a school setting and may include time outside of the classroom. There is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils.

Knowledge and Skills

The jobholder needs the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs specialist knowledge of special educational/physical/behavioural/emotional needs and ways of meeting these, and good skills in dealing with pupils.