



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 2 – Special Support Assistant
Reports To	Line Manager
Job Purpose	<p>To provide support to students 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 student achievement.</p> <p>To ensure a secure, challenging and motivating educational environment for students with a wide range of special needs including Autistic Spectrum Disorder, Severe Learning Difficulties and sensory & communication difficulties.</p> <p>To ensure continuity and stability for students this role may involve being assigned to an individual student through his/her time at the school.</p>

JOB DESCRIPTION

Main Tasks

1. Preparation of the classroom environment as directed before and after lessons, ensuring work is filed and evaluated.
2. Using specialist knowledge – work with teachers in your particular curriculum area of expertise to deliver specialist support for students that demand a high degree of skill and knowledge of their special needs i.e. maximising opportunities for students with speech and language or autism difficulties.
3. Deliver a high degree of technical skill in your specified support area i.e. the use of ICT in the classroom to inform and support teachers and other staff and increase the confidence of others in this area.
4. Work independently with larger groups of students to deliver a learning programme devised by or with the teacher. In the absence of the teacher, on occasions, lead the group with the assistance of other support staff.



5. Contribute to student assessments and interpretation of data to inform future planning with the teacher.
6. Work an extended school day, working with target groups of children and delivering after schools activities and learning opportunities should this need arise with and after negotiation.
7. Assist students 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.
8. Work with students 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.
9. Support and assist students with social integration strategies to manage problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice.
10. Support the teaching staff in advance to identify necessary preparation for the lesson, to gain familiarity with the work to be covered and design appropriate teaching resources.
11. Create learning materials as agreed with the teacher following guidance to ensure maximum access to the lesson material for students.
12. Prepare and maintain resources to support student's engagement under the direction of teaching and specialist staff e.g. work schedules, social stories, communication resources.
13. 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.
14. Keep a record of events and progress, bringing issues of concern to the class teacher to ensure full student data is available to inform students' assessment and future planning.
15. Support basic administrative duties such as photocopying, filing, arranging, and management of resources, routine marking, display work, record keeping and collation of basic data.
16. 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).
17. Supervise and engage students in a positive manner when required during non-teaching times of the day, ensuring their health and safety at all times.
18. Undertake other reasonable duties of a similar level and nature to the post as requested.

Responsibility

1. Identifying changes in the developmental needs of students and bringing these matters to the attention of the appropriate teaching staff.
2. Keeping up to date with information regarding student needs and the content of their IEP's if appropriate.
3. Building positive relationships with students 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 students 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.
7. Constantly seek to improve your personal skills and expertise in your area of responsibility.
8. Encourage and support other staff in the area of work, when appropriate enabling them to have increased confidence in using materials or strategies to aid good teaching and learning.
9. Research and report on value for money regarding the purchase of equipment.
10. Undertake a specific co-ordinators role within the school if requested.

Decision Making

1. When to refer matters to the teaching staff.
2. Which information is to be kept confidential – particularly sensitive student matters.
3. Day to day decisions regarding the management of student behaviour in groups, socially or in a 1-1 situation.
4. When a student's progress should be brought to the attention of teachers during the delivery of a specified programme of study.
5. Make good judgements based on researched facts regarding the purchase and use of equipment.
6. Day to day decisions regarding the appropriate materials and delivery when dealing with groups of students.
7. Interpretation of assessment data.
8. Day to day decisions regarding 'target' children, as agreed previously with the teacher.

Contacts and reasons for the contact

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

Students – 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 students 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 student's 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. Pield 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: _____



Person Specification – Level 2 Special Support Assistant

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. Person Centred approach- support children and young people at the level of their cognitive, social and emotional development
2. Team worker – able to work positively with others, encourages input from all and actively contributes to team discussions working to come to consensus decisions.
3. 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 students.
4. 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 students. 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 students and staff.
6. Judgement – can exercise good judgements based on sound facts, knows when to step back or get involved when dealing with students 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 and young people with a wide range of specific needs and from a range of backgrounds.

Qualifications for Level 2 SSA

	<u>Essential</u>	<u>Desirable</u>
Qualifications	<ul style="list-style-type: none"> • NVQ 2 in learning support or similar. • To have undertaken CPD in at least two areas appropriate to supporting students in their role e.g. AAC, Widgeo, SpLD certificate, Autism, LEA/DfEE accredited training. 	<ul style="list-style-type: none"> • First aid training. • Other specialist accredited training such as dealing with autism, Signalong, 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 and/or young people • Using basic IT skills – to produce a report, visuals, use of Widgeo software 	<ul style="list-style-type: none"> • Coaching/working with others to learn skills or knowledge in a formal or informal setting. • Experience of supporting students with special needs to encourage independence.



	<ul style="list-style-type: none"> • Working in a school setting. • Teamwork in a professional setting. • Developing strategies to support learning 	
Personal skills/knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Enabling personal confidence when reading and doing number work with children and young people • Demonstrate initiative and resilience • Good organisation/prioritisation skills. • Commitment to develop professional skills • Good verbal communication. • Enthusiasm and initiative. • Empathy with children and young people with SEN 	<ul style="list-style-type: none"> • Demonstrates an understanding of a specialist area of related work i.e. a curriculum area or behaviour support • Can demonstrate a specialist skill to support a technical area or work with students who have specific difficulties. • Knowledge of school practices and policies for supporting students 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 students.

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/Associate Principal - Education and appropriate line manager.

Staff will progress up the scale when they are judged by the Executive Principal/Associate Principal - Education 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 considered for progression after a shorter time in the post. Any progression will be subject to assessment by the Executive Principal/Associate Principal - Education, 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 3

1. Worked in this school for at least five years or gained five years' experience at the same level in another school.
2. Proven ability to work at the next highest level demonstrated by observation and interview with the Executive Principal/Associate Principal /Senior Staff and developed competence of all those appropriate to the job as outlined above.
3. Successful study for a nationally recognised qualification in a related field of expertise. This will be at NVQ level 3 or similar.
4. Has a particular area of interest, skill and qualification to support whole school development.