



Pupil Support Assistant

JOB DESCRIPTION

Role Purpose:

To work as an effective team member, led by senior manager and alongside teaching staff, supporting the delivery of quality learning and teaching of pupils with special educational needs.

To work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those who exhibit challenging behaviour.

To undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher; To encourage the participation of pupils in the social and academic processes of the school, and enable pupils to become more independent learners.

To undertake work/care/support programmes to enable access to learning for pupils and to assist.

Duties and Responsibilities

Support for Pupils, Teachers and the Curriculum

- Work collaboratively with teachers and other professional agencies to provide effective support for learning activities;
- Awareness of and work within school policies and procedures;
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- To work with children and young people who have extremely complex needs. Providing an appropriate level of emotional and physical support where necessary;
- To aid the pupil to learn as effectively as possible both in group situations and on his/her own by,
- To provide support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities;
- Support pupils to understand instructions, support independent learning and inclusion of all pupils;
- Provide support to pupils who have communication difficulties;

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- Implement and contribute to planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses as appropriate;
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress;
- Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils;
- Provide support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher;
- Support the teacher in monitoring, assessing and recording pupil progress/activities;
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher;
- Support children's' learning through play and planned learning activities;
- Support learning by organising resources for activities under the direction of the teacher and in line with health and safety requirements;
- Support pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate;
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate in line with school policies and procedures;
- Liaising with class teacher, SENCo and other professionals about Education and Health Care Plans (EHCP), contributing to the planning and delivery as appropriate);
- Support the work of volunteers and other teaching assistants in the classroom;
- Undertake pupil record keeping and maintenance of records as requested;
- Assist with the supervision of specific pupils before school, break times, lunchtimes (not as a supervisory assistant) and after school clubs if required;
- Assist in escorting and supervising pupils on educational visits and out of school activities under the direction of a teacher;
- Support pupils in developing and implementing their own personal and social development;
- Assist pupils with eating, dressing and hygiene, as required, including supporting toilet training, whilst encouraging independence;

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Support for the School

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times;
- Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals;
- To attend morning briefings, staff meetings and parent's evenings as required;
- Participate in training and other learning activities and performance development as required to meet individual pupil and staff needs including but not limited to

Team Teach, basic First Aid, Makaton, PECS;

- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to *think big* for yourselves and for the world around you;
- We want everyone to *do the right thing* in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong *team spirit*, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team
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	<ul style="list-style-type: none"> • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement Assessed at
E – Essential A – Application Stage

D – Desirable I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	TA1 qualification or relevant experience	X		X	X	X
	GCSE Maths and English minimum grade C or equivalent	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience supporting a child/children in a primary school setting	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X

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	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
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