**Education Support Worker**

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| **Person Specification** | | |
|  | **Essential** | **Desirable** |
| **Skills** | | |
| To possess a high level of written communication. The ability to complete important documents, including but not limited to: Sleuth and CPOMS entries; pupil risk assessments; intimate care plans; moving and handling plans; policy guidance documents and any other document key to the safety of pupils | √ |  |
| To have the ability to read, interpret and implement complex documents and policies including but not limited to Health and Safety, Child Protection, Accident and Incident reporting, confidentiality, whistleblowing, staff handbook and follow the associated documents attached to an educational visit e.g. risk assessments, Evolve notifications, itinerary etc. | √ |  |
| To be able to verbally communicate in a clear and concise manner with our pupils with a range of complex communication and interaction needs. To be able to use Makaton when asked to do so. | √ |  |
| To be able to use basic IT devices – computer, e-mails, iPad, photocopier and basic monitoring devices such as blood sugar monitors. | √ |  |
| To be able to relate well to and communicate effectively with children and adults | √ |  |
| To be able to work constructively as part of a team and wider school | √ |  |
| GCSE level educated in literacy and numeracy or equivalent qualifications. |  | √ |
| Team Teach Level 1 and 2 or equivalent RPI practice | √ |  |
| Advanced training in Intimate care |  | √ |
| Advanced training in Moving and Handling |  | √ |
| Specific knowledge in IT software packages such as CPOMS & SLEUTH |  | √ |
| Experience in leading local excursions |  | √ |
| To have existing knowledge of key documents in Education. |  | √ |
| Trained in the use of Makaton |  | √ |
| **Knowledge & Understanding** | | |
| To be cognitively able to understand the curriculum at the level delivered in the area in which support is required. To be able to support the teacher/HLTA as directed and cognitively understand the instructions given | √ |  |
| To have flexibility to attend required training which occasionally, and with notice, may be outside of your regular hours. | √ |  |
| To be able to follow direct instructions as given by your Learning leader or Senior Leadership Team. | √ |  |
| * Any experience working with people with learning difficulties, behavioural difficulties or disabilities would be beneficial. |  | √ |
| * Any classroom experience or experience of working with children. |  | √ |
| Appropriate knowledge of first aid |  | √ |
| To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. |  | √ |
| Medical Needs trained. |  | √ |
| Experience in planning or lesson delivery for small groups or 1:2:1 work. |  | √ |
| **Qualifications/ Training** | | |
| Participate in development and training opportunities | √ |  |
| Completion of DfES Teacher Assistant Induction Programme or NVQ 2 for Teaching Assistants or equivalent qualifications or experience |  | √ |
| To hold a Full Driving Licence (for at least 1 year) and be prepared to drive as part of the role. |  | √ |
| **Behavioural & other Characteristics required** | | |
| To have an awareness of the implications of working with vulnerable pupils and understand the importance of supporting the ethos of the setting. | √ |  |
| To be an active positive role model for the pupils in our school. | √ |  |
| To possess a high level of personal resilience. | √ |  |
| To be committed to continuous improvement. | √ |  |
| To be able to understand and observe the school and Leeds City Council Equal Opportunities Policy. | √ |  |
| To carry out all duties having regard to an employee’s responsibility under Health & Safety Policies. | √ |  |
| To have a willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development | √ |  |
| To have previous experience and additional training in supervision. |  | √ |
| **Physical Requirements** | | |
| A high level of physical ability is required to ensure capability of implementing our Care and Control policy. To be physically able to undertake all the techniques listed in the Team Teach Level 1 and 2 curriculum in line with the Care and Control policy. | √ |  |
| To be physically able to use equipment on or off site in the moving and handling (including hoisting) of the pupils in and out of various items of equipment used by them in their daily school life. This may include wheelchairs, standing frames, the floor, physio beds and changing beds. | √ |  |
| To be physically able to assist the pupils in all aspects of their physical care as appropriate. | √ |  |
| To be physically able to support our pupils in accessing educational visits in the community. | √ |  |
| To be physically and cognitively able to access and qualify in the training programmes for all key areas in school including medical tasks as detailed in care plans, first aid training relevant to the area in school you are placed, Safeguarding training and any other essential training. | √ |  |
| **Other Conditions** | | |
| Enhanced DBS Check | √ |  |

*Broomfield SILC is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.*