**Job Description**

**Job Title:** Individual Needs Assistant (INA)

**School:**  Moulsecoomb Primary School

**1. PURPOSE OF JOB**

To work under the instruction / guidance of teaching / senior staff/outreach services to undertake work / care / support programmes, to enable access to learning for individual pupils with complex needs which can be exhibited through challenging behaviour. Work may be carried out in the classroom, small groups or 1:1 as determined by the child’s needs and may require you to work across Key Stages.

This post carries half an hour mid-day supervisor role to support individual children during part of the lunch hour and then to settle them in class after lunch. The purpose of this role is to be primarily responsible for the supervision of a specific child(s), and also includes ensuring the safety of pupils in all areas inside or outside the school building during part of the lunch hour.

1. **PRINCIPAL ACCOUNTABILITIES**

**Support for the Pupils**

* Supervise and provide particular support for pupils who have special educational needs and/or disabilities, ensuring their safety and access to learning and social activities.
* Assist with the development and implementation of Provision Maps, Behaviour Support Plans and Health Care plans for the individual pupil.
* Establish constructive relationships with pupils and interact with them according to individual needs.
* Promote the inclusion and acceptance of all pupils and encourage pupils to positively interact with one another.
* Implement and adapt differentiated planning to ensure the pupil can access the learning appropriately.
* Provide a ‘Meet and Greet’ for an individual pupil, as directed by the SENDCO.
* Use strategies, in liaison with the teacher and outside agencies, to support the pupil to achieve learning targets.
* Set challenging expectations and promote self-esteem and independence.
* Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
* Provide differentiated support to the pupil during all parts of the lesson, as necessary, to ensure the pupil can access learning and make good progress.
* Attend to injured or sick pupils as appropriate, including clearing up in accordance with the school’s first aid procedures.
* Supervise pupils utilising toilet facilities as appropriate.

**Support for learning**

* Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work.
* Monitor pupils during learning activities and adapt and intervene accordingly in order to maximise progress.
* Keep detailed records of pupil progress and next steps to assist with the planning of learning activities for individual pupils.
* Provide detailed and regular feedback to teachers on pupil achievement, progress, and wellbeing.
* Promote good 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 and ensure parents/carers have regular feedback.
* Administer routine assessments and undertake routine marking of pupils' work.
* Provide admin support as necessary.

**Support for the Curriculum**

* Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil’s responses
* Undertake school initiatives e.g. Phonics, Early Years, recording achievement and progress and feeding back to the teacher.
* Differentiate according to the needs of individual pupils
* 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.

**Mid-day Supervisory Role (MSA)**

* Supervise pupil/s at lunchtime and ensure their safety.
* Actively promote positive behaviour in the playground by ensuring the zoned areas are utilised properly and intervening to encourage positive play activities.
* Ensure that all playground equipment is available to pupil/s and is used in a safe and appropriate manner, and packed away safely.

**Support for the School**

* Be aware of and comply with all school policies and procedures; including safeguarding, Health and Safety, confidentiality, data protection and Whistle blowing, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop.
* Model professionalism towards all staff, pupils and families at all times.
* Appreciate and support the role of other professionals and follow advice from outside agencies.
* Attend and participate in relevant meetings as required.
* Take an active role in your professional development and actively engage in the appraisal process.
* 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/individual pupil under the supervision of the teacher.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the School reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

**Person specification – Individual Needs Assistant**

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| A: Commitment to Vision | 1. Model and shares the school’s vision and ethos. |
| B: Experience | 2. Current or recent experience of working or supporting pupils across the primary phase.  3. Recent/relevant successful experience of working with pupils with special educational needs |
| C: Qualifications | 4. Holds or working towards Teaching Development Agency (TDA) TA Induction Programme qualification, NVQ level 2 or 3 in Childcare and Education or equivalent qualification or experience.  5. Strong, proven Numeracy/Literacy skills. (GCSE English and Maths A-C or equivalent DESIRABLE).  6. Training in relevant learning strategies.  7. First aid training. DESIRABLE. |
| D: Teaching & Learning | 8. Provide high quality teaching and learning support to meet the needs of an individual pupil across the primary phases. |
| E: Skills | 9. Has excellent communication skills (including written, oral and presentation).  10. Ability to use own initiative and work as a member of the wider school team.  11. Competent in ICT. |
| F: Knowledge | 12. Has a strong knowledge of the Early Years curriculum, National Curriculum and the expectations of good quality primary provision.  13. Understanding of the principles of child development and learning.  14. Has a good understand of autism spectrum condition and strategies to support the learning needs of pupils with this diagnosis  15. Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation, including the safeguarding of pupils and young carers. |
| G: Personal Attributes | 16. Ability to relate well to pupils, staff and parents/carers.  17. Able to deal sensitively with people and achieve positive outcomes.  18. Ability to self-evaluate learning needs and actively seek learning opportunities.  19. Approachable and honest; has presence and is highly visible to pupils, parents/carers and the wider community.  20. Reliable and resilient to ensure consistent learning support to individuals, groups, and in class.  21. Ability to demonstrate flexibility in relation to assigned roles.  22. Be able to work calmly in pressured situations. |
| H: Specifics for role | 23. Successful experience of working with pupils with complex needs  24. Provide consistency in embedding strategies, following outreach advice around strategies  25. Ability to implement an individualised timetable to ensure pupils needs are met through targeted support.  26. Ability to differentiate the teacher’s planning in order to meet the needs of the pupil.  27. Experience of liaison with external agencies, and to take the initiative in managing the provision as advised by outreach services/SENDCO.  28. Liaise with the class teacher to identify appropriate strategies, and ensure the teacher/key staff remain informed of progress and difficulties. |