**THOMAS WOLSEY ORMISTON ACADEMY**

 **OAT SPECIAL SUPPORT ASSISTANT**

**JOB DESCRIPTION**

**LEVEL DESCRIPTION**

The special support assistant will work under the direction of a teacher in whole class, group or individual situations. He/she will have some basic knowledge of specialist communication skills e.g. Makaton signs and symbols. There will be a need to interpret information or situations and to solve them according to school policy and to refer more complex problems to the line manager. All tasks will be carried out within recognised procedures or guidelines and the teacher will be available for support or guidance.

**JOB DESCRIPTION**

Support for pupils

* Work with children on specific tasks in small group or individual situations on tasks provided by the teacher.
* Undertake a range of tasks to support personal needs.
* Ensure that all personal equipment for the pupils is up to date and inform the teacher of any requirements in writing.
* Move and handle pupils according to their need using appropriate equipment.
* Look after sick children.
* Administer basic first aid and gastrostomy feeds according to county guidelines and/or health care plans.
* Work with children on specific tasks in small group or individual situations as provided by the teacher.
* Accompany small groups of pupils on trips associated with their curriculum.
* Report any significant changes in pupil behaviour to the teacher.
* Record pupil progress against set criteria – both educational and behavioural.

Support for the teacher:

* Assist the teacher to ensure that the aims and objectives of the school are achieved.
* Prepare paints, set out equipment, keep equipment sorted and tidy. Report any broken items.
* Put up displays in line with school policy.
* Supervise small groups of pupils while teachers are working with other pupils.
* Keep pupil information up to date through careful recording of their work.
* Supervise pupils on playground/dinner breaks and organise appropriate activities for the children.
* Keep stationery and books up to date in liaison with the teacher.

 Support for the curriculum:

* Use simple computer programmes with the pupils.
* Use any communication aids required by the pupils.
* Know and use basic Makaton signs.
* Undertake tasks to assist events connected with the curriculum.
* Have knowledge of the literacy and numeracy strategies.
* Have knowledge of the ‘P’ Levels.
* Support the implementation of Government and school initiatives under the direction of the senior management team.

Support for School:

* Attend relevant staff meetings and training as agreed with the senior management team.
* Under a whole school responsibility as agreed with the Headteacher.

The duties and responsibilities of any post may change from time to time and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the level of responsibility vested in the post.

**ESSENTIAL TO THE BASIC PERFORMANCE OF THE JOB**

KNOWLEDGE

* Experience with working with pupils with learning difficulties.
* Practical knowledge in the use of equipment including ICT equipment and physio equipment to support learning under the direction of the teacher.
* Ability to recognise changes in pupils’ behaviour and report to a teacher.
* Knowledge and use of a range of equipment.
* Basic knowledge of first aid.
* Recognised competence in numeracy and literacy.
* Ability to read and understand school policies and procedures relevant to area of work.
* Ability to complete incident reports, forms etc.

MENTAL SKILLS

* Assist teacher with gathering information and resources as appropriate.
* Able to manage own work.
* Ability to recognise and resolve problems.
* Support the teacher in creating a positive learning environment.
* Ability to follow written instructions.

INTERPERSONAL AND COMMUNICATION SKILLS

* Sensitivity to pupils’ needs.
* Advising and guiding pupils on the best way to handle situations, under the direction of a teacher.
* Encourage pupils to participate in or complete tasks.
* Use of specialist communication skills e.g. Makaton signs, symbols.
* Ability to communicate clearly with all pupils.
* Ability to encourage participation and give feedback to pupils.
* Ability to maintain appropriate levels of confidentiality.
* Help pupils use tools and equipment as required to support learning.
* Ability to write clear, simple instructions for pupils in appropriate handwriting.

INITIATIVE AND INDEPENDENCE

* Ability to manage own workload under the direction of a teacher.
* Ability to work with small groups of pupils when carrying out specific tasks.
* Able to resolve more queries and/or problems, referring most complex issues to the teacher or other appropriate staff member.

PHYSICAL SKILLLS

* Use of keyboard and mouse and other IT accessories when supporting pupils.
* Use of other equipment in helping in practical lessons and supporting teachers.
* Following training ability to use medical equipment and/or administer first aid.
* Knowledge of various pieces of equipment to support the pupils and teachers.

OTHER ATTRIBUTES

* Although the majority of the work is covered by set procedures and policies, special support assistants will be expected to use their initiative in supporting pupils.
* Able to work with groups of pupils when carrying out tasks or on field trips.
* Able to supervise larger numbers of pupils when on break/lunch duty.
* Able to make decisions on when to refer queries/problems to teaching staff.
* Follow set procedures in medical or other emergencies.

***REQUIREMENTS FOR FULLY COMPETENT PERFORMANCE OF JOB***

* NVQ level 2 or equivalent in related area.
* Broad awareness and understanding of medical conditions such as asthma and epilepsy.
* Awareness of Health and Safety procedures.
* Knowledge of school policies and procedures.
* Ability to be able to use a computer and all accessories.

OTHER DEMANDS

PHYSICAL

* Considerable physical demands may be placed on the post holder when helping pupils with mobility, attending to personal care, in emergency situations or due to children’s’ challenging behaviours. The role involves bending and kneeling at times.
* Special Support Assistants will be required to help move and handle children either with other staff or through the use of a hoist.
* Tools and equipment may be heavy e.g. wheelchairs, frames.

MENTAL

* Due to the nature of the pupils there is considerable demand for alertness both during specific activities and through the school day.
* Awareness of pupils behaviour is required when supervising in the classroom, playground and on field trips.

EMOTIONAL

* The position is emotionally demanding due to the high level of needs of the pupils with whom they work.
* Ability to recognise and resolve/refer problems or changes in pupil behaviour.

RESPONSIBILITY FOR PEOPLE

* Pupils

RESPONSIBILITY FOR SUPERVISON (EMPLOYEES)

* Mentor new support staff and students as directed by the Senior Management Team.

RESPONSIBILITY FOR FINANCIAL RESOURCES

* None

RESPONSIBILITY FOR PHYSICAL RESOURCES

* Shared responsibility for tools and the proper use of ICT equipment, with teacher.
* Ability to complete a range of records, e.g. pupil progress records, accident forms.

WORKING CONDITIONS

* Working within the school environment and on supervised field trips.
* Wear protective clothing where necessary e.g. when attending to a pupil’s physical needs.
* Post holders may experience physical and/or verbal abuse from pupils.
* This is a physical role and staff must be physically fit