Cookham, Maidenhead and The Lawns
Nursery School Federation

JOB TITLE: **Specialist Support Assistant (5 days a week)**

RESPONSIBLE TO: **The Anchor Leader**

STATEMENT OF PURPOSE:

To work with the hub leader to prepare pupils' to be ready to integrate into a mainstream classroom successfully. This will involve working in accordance with the EYFS/ KS1 curriculum and with emotional regulation strategies. To prepare resources and the classroom for planned activities. To provide support for all pupils' learning and care needs (intimate care when appropriate) and having due regard to the health, safety and wellbeing of pupils and colleagues.

KEY RESPONSIBILITIES:

Learning and development activities:

- To provide support for learning activities across all areas of the EYFS and Key Stage 1curriculum and to provide feedback to the teacher on progress towards objectives
- To assist with the timely preparation of resources, activities and the teaching environment ensuring pupil safety. This may include preparing and setting up of materials and the classroom to meet individual pupil needs
- To clear up after activities ensuring the environments are kept safe and tidy
- To assist in the development of all children and to help advance towards their targets and to provide feedback on progress
- To support pupils to review their own learning and emotional regulation wherever possible
- To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher
- To assist in the implementation of targets from outreach work.

Behaviour, therapy and play:

- To implement agreed regulation strategies to promote positive behaviour
- To provide opportunities for pupils to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth
- To support pupils to participate as inclusively as possible in all activities
- To help pupils manage their own feelings and relationships with others

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Care and safety:

- To provide support to pupils' general welfare, including feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable
- To be familiar with pupils back ground information' IEPs, professional reports, care needs and provide care, encouragement and maintain dignity
- To assist with monitoring of physical wellbeing including pupils' eating habits to support the development of pupils' independence
- To support pupils' emotional wellbeing, self-reliance self-esteem and resilience
- To assist in intimate care as required
- To assist in the administration of medication to pupils as required and in accordance with any Care Plan and legal guidelines
- To organise and supervise offsite activities and maintain health and safety of pupils when outside the school setting
- To support pupils in their mainstream setting by visiting them and liaising with their class team, to share resources and strategies.
- To assist in the supervision of pupils during break and lunchtimes

Communication:

- To provide support to communication and interaction needs including modelling and encouragement
- To support students and their families for whom English is an additional language (EAL)
- To establish and maintain effective communication with parents, carers and families about the care and education of their children during pick up and drop off, review meetings and phone calls
- To ensure that appropriate and professional language is used in the Centre with all adults, children and parents

Team working:

- Assist in the assessment, monitoring and recording of pupil's progress, challenging behaviour and the maintenance of record keeping systems
- To work as a HLTA as required in the absence of The Anchor Leader.
- To work flexibly as part of the team and to take part in the annual performance management cycle

Outreach:

- To attend outreach with the child on the day requested by The Anchor Lead
- To complete all paperwork from the outreach day

- To liaise with the class teacher in the belonging school
- To know and follow the belonging schools' policies on behaviour, restraint, safeguarding and whistleblowing – and any other relevant policies.

Please note

This work sometimes involves sitting at low tables or on the floor and may involve physical intervention (restraint) of pupils for which training is available. The work is in a hectic and noisy environment with constant interruptions from children.
Working with young children who are not school ready requires a particular understanding and appreciation of the individual needs such as learning barriers, emotional regulation difficulties, language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases, the nature of the pupils' difficulties may result in staff being verbally or physically assaulted.
This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	Good levels of literacy & numeracy Experience of working with young people in the education/care/health sectors Awareness of health, safety and wellbeing requirements in a school environment	Level 2 or equivalent in Maths and English or willingness to study L2 Maths and English whilst working Health and social care or childcare qualification Manual handling training or qualification
Skills and experience	An understanding of the educational objectives of a school An understanding of how children learn Ability to support learning across all areas of the curriculum Ability to lead and direct the work of others Experience of working in a challenging environment Excellent planning and organisation skills Experience of accurate record keeping Excellent communication skills including written skills and the ability to communicate sympathetically with children and parents Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others	Experience of working within a health and social care setting (paid or voluntary) Experience of a SEN learning environment Experience of group/class supervision Experience of monitoring and recording individual progress
Core Competencies	**Child Led** Passionate about supporting young people in a dignified and child-centred way Committed to a proactive approach to meeting the needs of pupils Is approachable and helpful	

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	Acts with honesty, integrity and discretion Is concerned with the health, safety and wellbeing of others **Results Orientation** Displays drive and energy and enthusiasm to enable progress and achieve results Works systematically and plans effectively Delivers on objectives Committed to continuous professional development **Working Together** Contributes to effective teamwork Understands and supports others Values people equally and encourages inclusive participation Willing to work in line with all school policies and procedures and attend all training **Adaptability** Aligns behaviour to the needs / priorities / goals of pupils and the hub as a whole Deals and copes with change Works well in a challenging environment Copes with ambiguity Remains calm and professional at all times Is self-aware and able to undertake self-evaluation Able to attend class from 8.30am daily during term time and undertake occasional out of hours activities as required.	