

Shawfield Primary School

Job Profile

Special Educational Needs Assistant (SNA)

Shawfield Primary School are looking to appoint a Special Educational Needs Assistant.

Hours of work for SNA: 39 weeks; 32.5 hours per week, 8.30am to 3.30 pm, Monday to Friday.

The post is a fixed term contract until 31 August 2024.

This appointment will start as soon as possible.

Term time staff are not allowed to take holidays during term time.

Job Title:	Special Educational Needs Assistant (SNA)
Scale:	PS3 - £21,269 – £21,776 FTE, pro-rated according to the number of hours and weeks worked.
Job Purpose:	<p>To work under the overall direction of the SENDCo and class teacher, to provide routine support to the teacher in the care of pupils and management of the classroom. You will specifically be required to provide behaviour, language and learning support to particular children who require assistance to overcome their barriers to learning.</p> <p>To ensure the safeguarding, and promote the welfare, of all the children in the school community.</p>
Accountable to:	<p>For day-to-day work: Class teacher For SEND programmes where appropriate: SENDCo (Special Educational Needs Co-ordinator) For Performance Management: SENDCo</p>

<u>Key Accountabilities</u> Support Learning	<u>Key Tasks</u> To: <ul style="list-style-type: none">• Use routine supervision and care skills to support a specific pupils with SEND, to ensure their safety and well-being in school• Support specific pupils by assisting in day-to-day learning through in-class support, both independent and small group work• Support specific pupils by assisting in the development of a co-ordinated approach between home and school to develop self-care skills and independence• Encourage the pupils to interact with others and engage in activities led by the teacher• Evaluate and record interventions and pupil outcomes as directed by the class teacher/SENDCo• Accompany teaching staff and pupils on visits, trips and out of school activities as required
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	<ul style="list-style-type: none"> • Work as part of a team to ensure that the well-being, behaviour and personal development of pupils enhance their learning opportunities and life skills
Support teaching	<p>To:</p> <ul style="list-style-type: none"> • Assist in the delivery of structured support to the identified pupils in accordance with specific work programmes designed and supervised by the class teacher/SENDCo/external agencies • Assist in the delivery of educational provision for pupils with EHCPs. • Monitor pupil progress and contribute to future planning • Provide support to ensure the pupils achieve learning goals • Provide detailed and regular feedback to teachers and SENDCo on pupils' achievement, progress, problems etc. • Work as part of a team in maintaining classroom organisation and discipline through the implementation of the school's behaviour management strategies
Support the School	<p>Under the overall direction and supervision of the class teacher/SENDCo:</p> <ul style="list-style-type: none"> • Ensure all pupils have equal access to opportunities to learn and develop • Assist in the preparation and development of agreed curriculum activities/materials • Support the use of ICT in learning activities and develop pupils' competence and independence in its use • Promote the school aims and ethos, maintaining confidentiality inside and outside the workplace • Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality, and data protection, reporting all concerns to an appropriate person • Attend relevant meetings as required • Participate in training and other learning activities and performance development as appropriate to the needs of the pupils • Undertake any other duties that may be reasonably required by the Head Teacher or SENDCo.

Person Specification - Special Educational Needs Teaching Assistant

	Essential	Desirable
Personal Qualities & Skills	<ul style="list-style-type: none"> • Commitment to providing the best for children • Commitment to and understanding of inclusion • Welcoming and approachable • Tolerant, empathetic, and understanding • Understand the need for confidentiality • Organised and reliable • Resourceful and flexible in attitude and thinking • Positive outlook, growth mindset • Effective communicator • An appreciation of a sense of humour • Enjoy working as part of a team • Be reliable and punctual • Be able to follow instructions and undertake routine tasks • Be patient and have perseverance and flexibility and have a positive approach to change 	<ul style="list-style-type: none"> • Possess ability to analyse tasks and how they may be best achieved • Possess motivational skills • Have a confident attitude towards First Aid • Have experience in applying strategies to support children and develop positive behaviour outcomes
Experience	<p>Experience of:</p> <ul style="list-style-type: none"> • working with young children in a school setting • Experience of working with children with special educational needs • working as part of a team • organising activities/experiences for children • working under the direction of a class teacher but also working independently 	<p>Experience of:</p> <ul style="list-style-type: none"> • working with children in Key Stage 1 • working with children who have SEND • delivering Speech and Language / Occupational Therapy interventions • supporting children with Global Development Delay • personal care skills, including an openness to supporting dressing and toileting needs

	and using initiative	
Knowledge	<ul style="list-style-type: none"> • Be willing to gain knowledge of the learning processes and needs of specific children 	<ul style="list-style-type: none"> • Knowledge of SEND, in particular speech and language, early learning, social communication and self-care skills
Education & Training	<ul style="list-style-type: none"> • a good general education including GCSE English and Maths at Grade C (4) or above, good levels of written and spoken English, Maths and confidence using IT 	<ul style="list-style-type: none"> • Qualifications relevant to the role e.g., NYQ, Foundation Degree, NNEB etc