

Job description: Special Needs Assistant (SNA)



Job details

Job title: Special Needs Assistant (SNA)

Role profile: HCC SNA 02130

Salary: HCC B Grade

Member of: Teaching Support Staff

Reporting to: Class teacher/Phase leader

Direct reports: None

Main purpose

To provide learning and care support for pupils with special educational needs (SEN). This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions and behaviour management. To implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/need, normally in conjunction with the teacher.

Duties and responsibilities

Supporting pupils

- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Support pupils with accessing the curriculum and enrichment activities
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education and support plans
- Provide personal intimate care in line with care plan(s)
- Providing medical care in line with pupil medical plans(s)
- Supervise pupils on trips/out of school activities and at lunch/playtime
- Employ professional discretion and good judgement; maintaining confidentiality on particular appropriate matters

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use ICT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment, in line with the school behaviour policy
- Monitor, record and report on progress and attainment
- Assist the teacher with testing and assessment
- Contribute to and uphold the school's overall values and charter

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Share skills, knowledge and experience in SEND with colleagues; role modelling best practice

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Contribute to the preparation and maintenance of PEEPs and any other health and safety documentation for SEN pupils
- Look after children who are upset or have had accidents
- Follow the school's first aid procedures
- Follow the school's health and safety policy and procedures, including reporting accidents, incidents and near-misses

Professional development

- Proactively manage and update their own professional knowledge and understanding by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's performance management procedures
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace

Other areas of responsibility

Safeguarding

- Understand that safeguarding is everyone's responsibility
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work in a way to ensure safety of self, staff and students
- Follow and role model the EPS 'Do's and Don'ts' of safeguarding
- Promote the safeguarding of all pupils in the school

The SNA will be required to follow all school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

	Essential	Desirable
Professional qualifications	GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths	First aid training or willingness to complete it Further relevant study and qualifications, subject specific
Experience	Experience of working in a school environment or other educational setting Experience working with children/young people with SEND Experience of promoting and sustaining high standards of pupil behaviour	Recent experience working with pupils with SEND within a primary school setting Experience planning and delivering learning activities Experience working with CYP with medical needs and/or administering medicine
Professional knowledge, skills and understanding	Good literacy and numeracy skills Able to articulate characteristics of high-quality effective teaching, learning and/or support for pupils with SEND and the impact this has on progress Confident in using ICT for a variety of different tasks, including supporting teaching and learning	An understanding of pedagogy and effective learning. Able to demonstrate an understanding of recent SEND updates Working knowledge of specific interventions to support pupils with SEN
School specific needs	Work effectively and collaboratively as part of a high performing team, both at key stage level and across a large primary school Value each child as an individual and help them develop an excitement and love for learning Promote the spiritual, moral and cultural development of pupils	Foster independence in all pupils and clearly articulate how this can be achieved for pupils with SEND Understand how the role supports the wellbeing, spiritual, moral and cultural development of pupils
Personal/Interpersonal qualities	Practitioner able to motivate, support, encourage independence and inspire pupils Sets high expectations for all children, from their relative starting points. High level of professionalism and commitment Able to create, maintain and nurture appropriate and caring relationships with pupils, parents, staff and governors Fully supportive of the Christian ethos and practice of the school Ability to communicate clearly to a range of audiences, both verbally and in writing Approachable and caring with integrity Positive, open, honest, enthusiastic with a good sense of humour Excellent organisational skills and the ability to meet deadlines Ability and desire to work as part of a team, sharing ideas and working collaboratively Good understanding of work life balance in practice	Innovative, flexible and creative with the ability to inspire others Has a clear vision of own career development Willing to support whole school mental health and well-being initiatives and activities

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: March 2024

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____