



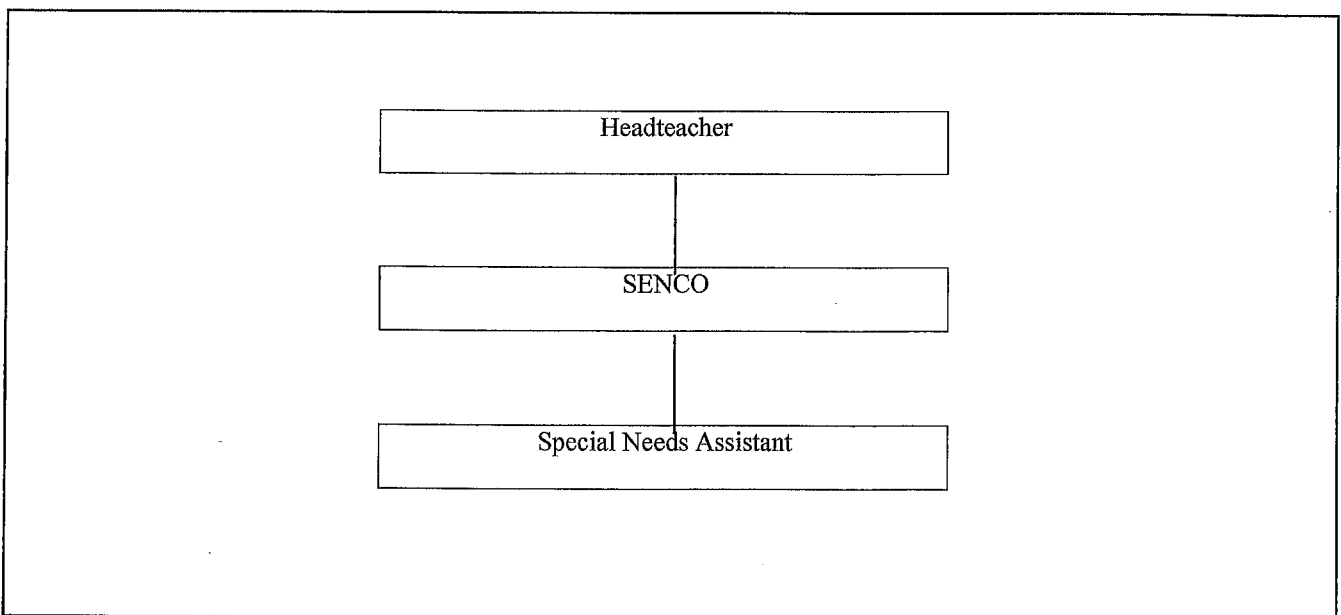
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

## ROLE PROFILE FORM

### Section A

<b>Department/Section:</b>	<b>Education (Schools)</b>
<b>Role Title:</b>	<b>Special Needs Assistants (LEVEL 2)</b>
<b>Reports To - (Supervisor/manager's role title) :</b>	<b>Special Educational Needs Co-ordinator (SENCO)</b>
<b>Role Purpose:</b> (why the role exists)	<b>To work in partnership with the teacher and SENCO to foster effective participation of pupils in the social and academic processes of the school</b>

### Section B Organisation



## Section C

### ROLE REQUIREMENTS

<b>Accountabilities</b>	<b>Accountability Statements</b>	<b>% of Time</b>
<b>Support for pupils</b>	<ul style="list-style-type: none"><li>• supervising and assisting groups or individual children to keep pupils on task and achieve/complete activities set by teachers</li><li>• developing pupils' social skills in line with school policy and national curriculum requirements</li><li>• assisting the inclusion of all children to ensure optimum benefit from teaching input which incorporates dealing with behaviour issues and supporting special learning needs</li><li>• assisting pupils to meet their medical, emotional and welfare requirements</li></ul>	
<b>Support for teachers</b>	<ul style="list-style-type: none"><li>• enabling the teacher to undertake a more advanced range of learning activities by working with children against agreed plans</li><li>• helping to develop and implement lesson plans and teaching materials</li><li>• providing feedback to teachers on pupil performance, learning obstacles and effectiveness of classroom processes and organisation</li><li>• monitoring and recording progress of pupils to track individual achievement</li><li>• devising specialist programmes of work to be implemented with intervention groups e.g. SALT, Emotional Literacy</li><li>• training teachers to continue with a programme of work during the rest of the week</li></ul>	
<b>Support for curriculum</b>	<ul style="list-style-type: none"><li>• supporting and working with the teacher in testing and assessment activities</li><li>• reviewing progress of pupils against specific learning programmes (e.g. plans for special needs pupils)</li><li>• providing dedicated support for aspects of the national curriculum (e.g. literacy, numeracy)</li></ul>	

<b>Support for the school</b>	<ul style="list-style-type: none"> <li>• implementing school curriculum policies including behaviour management</li> <li>• spotting early signs related to child protection, bullying and/or disruptive behaviour and ensuring that this is reported appropriately</li> <li>• working with outside agencies, where necessary, (e.g. speech therapists, education psychologists) according to the needs of specific pupils</li> <li>• in conjunction with the teacher, liaising with parents on pupil progress</li> <li>• undertaking playtime supervision of pupils, if part of a specified programme e.g. IBP</li> <li>• training LSAs to continue with a programme of work during the rest of the week that was previously initiated</li> </ul>	
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> <li>• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace</li> </ul>	

**Section D -The key decision making areas in the role**

- A SNA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs with reference to the teacher
- A SNA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.
- A SNA, due to training and expertness, will normally carry a specific specialist responsibility (e.g. speech therapy, emotional literacy, hearing impairment) and support other staff in the school (by either training them or providing programmes to follow up) when help is needed in this area
- Implement specialist diagnostic tasks with children, interpret the outcomes and if necessary devise appropriate programmes
- Liaise with the school team, parents/carers, outside professionals to discuss diagnostic testing and programmes that they have devised

**Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)**

- Role dimensions vary according to the experience of the SNA
- A SNA carries supervisory/induction/mentoring responsibility for other SNAs and, if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils.
- Written reports required from SNAs can be detailed especially if they are addressing complicated pupil needs

**Section F - The main contacts – external/internal customer contacts and purpose**

- Internal (in school) – pupils, SENCO, other colleagues, teachers, headteacher, special needs governor, other members of governing body
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students

**Section G - Working conditions – environment, and physical effort or strain.**

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- May be trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

**Section H - Context/additional information**

- There is a multi-role aspect to this job in that the expertise of the SNA postholder will affect the depth and range of support the class teacher can expect
- There is a high confidentiality component and the SNA needs to hold the trust and confidence of both the pupils and teachers. They may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours can require constant pupil contact.

## **PROGRESSION IN ROLE**

### **Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ2 standard
- Trained in specialist qualifications e.g. SALT, emotional literacy, hearing impairment
- Minimum of 2 year's relevant experience in a teaching/learning/child support working environment
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

### **Section J – Initial induction/training required to become effective in the role**

**Estimated time to become operationally effective**      **6-8 months**      Induction 3-6 months

- attendance at LA induction course for SNAs
- “shadowing” experienced SNAs in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher, SENCO, SNA and LSA
- professional relationships between staff and pupils
- support from “mentor” SNA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

**Section K – Operationally effective: How would effectiveness in role be demonstrated?**

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans and Individual Behaviour Plans)
- Able to monitor and record pupil progress
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging pupils

**Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

- Specialist and recognised responsibility which entails leading on particular issue (e.g. SCIP) in school and spreading techniques and expertise to other staff
- Inputting to and, where appropriate, leading on professional development of school staff during in-service activity
- Recognised for expertise in school and, possibly, more widely in LA
- Mentoring of other SNAs
- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff
- Able, under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g. parents, education psychologist, GP.