**St Margaret’s CE Primary school Individual Needs Assistant**

**Job Description**

**Post title:** Individual Needs Assistant

**Pay range:** Grade B

**Hours:** 8:30 till 3:10

**Line manager:** AHT Inclusion

**Start date:** September 2022

**Job Description**

**Core Purpose**

* To support access to education for children with complex learning and social needs
* To engage children successfully in the learning process and identify barriers to learning
* To support assessment and planning to enable a personalised curriculum
* To develop strong relationships with children which promotes trust and respect.
* To take responsibility for developing a daily schedule for focus children and ensuring that tasks are manageable yet challenging

**Duties and Responsibilities**

**Supporting Pupils**

* Develop and maintain positive, caring, and supportive relationships with children based on trauma informed practice.
* Support children to understand their strengths and challenges and ensure that they understand ways of overcoming challenges.
* Identify activities which are appropriate for the child and work towards their agreed targets.
* Work with the class teacher to assess and monitor the impact of intervention.
* Deliver small group work focussing on a particular element of learning or social development.
* Support the class teacher in their delivery of curriculum content and aid classroom learning wherever possible.
* Provided scaffolding support and challenge to children based on your understanding of their rate of development.
* Identify ways to gain maximum impact from provision alongside the AHT Inclusion and class teacher.
* Undertake duty as midday supervisory assistant to promote safeguarding at lunchtime.

**Team Working**

* Promote the ethos of the school in all that you do
* Model positive behaviour, particularly in reference to self-regulation strategies and interactional skills with other adults and children
* Lend your expertise to colleagues and accept support where appropriate
* Be prepared to be flexible to meet the needs of children across the school.

**Confidentiality**

* Adhere to the school’s policies and procedures on confidentiality and the management and sharing of information.
* Maintain professional boundaries and protect your professional identity online

**Child Protection**

* Safeguard children’s wellbeing and provide a safe environment in which children can learn.
* Identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm, community with the designated safeguarding lead as appropriate.
* Be aware of school systems to support safeguarding e.g. who the child protection lead person within school is, the child protection policy and the behaviour policy

**Equality and Diversity**

* Work within the school’s equality policy, embracing through personal example, open commitment and clear action that diversity is positively valued.
* Work with the AHT Inclusion and members of SLT to continually develop inclusive practice.

**Continuing Professional Development**

* In conjunction with AHT Inclusion, take responsibility for personal professional development, keeping up-to-date with research and developments in mentoring which may lead to improvements in teaching and learning.
* Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available with a particular focus on complex needs and trauma informed practice.
* Fully engage with the appraisal process to celebrate success, identify areas for development and take part in CPD opportunities.

**Person Specification**

**Qualifications**

* Qualification to at least Level 3 in working with children
* Additional qualifications relating to Autism, trauma informed practice or learning difficulties desirable
* Knowledge of the impact of neuro-diversity on children’s attainment in school

**Experience**

* A minimum of 2 years working with primary aged children
* Experience of working to support children’s learning
* Experience of engaging in emotion coaching and trauma informed practice is desirable
* A working knowledge of child protection practice in schools
* Experience in supporting children with a range of needs i.e. attachment difficulties, autism, learning difficulties

**Qualities and Understanding**

* Understand the issues that impact on a child’s ability to make progress at school
* Understand the signs and symptoms of a child experiencing cognitive overload
* Possess excellent interpersonal skills, listening skills and emotional intelligence
* The ability to think on your feet, handle complex situations and manage challenging situations
* Time management skills
* Understand accountability and reflect on methods of evidencing the impact of provision
* Have a non-judgemental attitude
* Be passionate, engaging and empathetic
* Have a good standard of written and spoken English

**Systems and processes**

* Demonstrate an understanding of processes and systems for support in school
* Show a commitment to safeguarding children and demonstrate an understanding of how personal wellbeing is impacted by unsafe environments
* Genuine commitment to equality and diversity practices and your own role within this

This job description and person specification is not your contract of employment, or any part of it. It has been prepared only for the purpose of St Margaret’s CE Primary school and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder**

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# Signature of Headteacher

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