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| <b>Post Title</b>  | <b>Educational Support Assistant</b>   |
| <b>Purpose</b>   | Educational Support Assistants play a vital role in supporting classroom teachers to deliver effective teaching and learning to students with special educational needs and disabilities (SEND). |
| <b>Responsible to</b>  | The Principal through the Head of Inclusion  |
| <b>Liaising with</b>   | Relevant staff with cross college responsibilities, e.g. additional learning support staff, teaching staff, Tutors, Heads of Hall, support staff and technicians.                                |
| <b>Remuneration</b>  | SFCA Support Staff pay spine points 9-11 depending on experience. (£24,442 - £26,097 per annum, £20,097.69 to £22,323.37 pro-rata). This is a term time only role.                               |
| <b>Context</b>   |  |
| The College is seeking to appoint a hardworking and proactive Educational Support Assistant to provide essential support to students. Working within the Faculty for Additional Learning Support, you will have the opportunity to work with students across college; some of whom have complex and severe learning difficulties. The mission of the department is to achieve positive, aspirational outcomes for all students by providing a range of support to students in a dynamic, friendly and collaborative environment. |  |

**Main Duties and Responsibilities**

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| <b>General Responsibilities</b>  |
| <p><u>Support for Students</u></p> <ul style="list-style-type: none"> <li>• Support in the educational, social and emotional development of the individual student, under the direction and guidance of the Head of Inclusion and Class Teacher.</li> <li>• To actively promote the inclusion of all students, ensuring they have equal opportunities to learn and develop.</li> <li>• To offer high level support to students from across the curriculum and deliver high level intervention programmes on either a either 1-1 basis or in small groups; with a focus on remaining “on task”.</li> <li>• To develop knowledge of the particular needs of individual students; seeking advice from the Head of Inclusion, class teacher, and external agencies as and when required.</li> <li>• To facilitate access to the full range of learning experiences, both inside and outside of the classroom. This will include providing assistance to the students using a range of technologies; particularly helping to overcome multi barriers to learning including communicative, physical, emotional and behavioural difficulties.</li> <li>• To provide support to students during offsite activities in a variety of educational opportunities.</li> <li>• To provide pastoral and personal care support for students where appropriate, subject to supervision and training.</li> <li>• To monitor student attendance at work placements in relation to students’ progress and performance, ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary.</li> <li>• To assist the students with personal care needs which may include social, health, hygiene and welfare matters. This could include agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance from the teacher.</li> </ul> <p><u>Support for Teaching Staff</u></p> <ul style="list-style-type: none"> <li>• To provide support to the class teacher in the organisation and management of students and the classroom ensuring the appropriate support for each student, dependant on their individual planned needs.</li> <li>• To provide feedback, support with marking and contribute to the students’ learning plan and progress reports including feedback on the effectiveness of any strategies or interventions which have been adopted.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Assist the classroom teacher in supporting the students during activities outside of the classroom; including off site visits, lunch and break times where appropriate.</li> <li>• To prepare and maintain classroom resources, displays and equipment as directed by the class teacher, occasionally offering supervision to a whole class as and when required.</li> <li>• To liaise with therapists, medical staff and personnel working with students as required, assisting with the co-ordination and planning of programmes of work as well as integrating specialists advice and practice under the supervision of the teacher.</li> <li>• To plan, prepare and accompany teaching staff and students on trips and visits within contracted hours as required.</li> <li>• To be conversant with SEND legislation in regard to supporting students welfare, progression and education.</li> </ul>   |
| <b>Staffing</b>   |
| <ul style="list-style-type: none"> <li>• To undertake staff development.</li> <li>• To take part in the College's Appraisal process.</li> <li>• To undertake further staff development where appropriate, including attending Awarding Organisation training as directed by the line manager.</li> <li>• To work as part of a team and to ensure effective working relations, including where appropriate, to reasonably assist support staff and technicians in the discharge of their duties.</li> </ul>  |
| <b>Quality Assurance</b>  |
| <ul style="list-style-type: none"> <li>• To ensure the effective operation of quality assurance systems.</li> <li>• To contribute to the process of the setting of targets within the department and to work towards their achievement.</li> </ul>  |
| <b>College Information and Administration</b>   |
| <ul style="list-style-type: none"> <li>• To ensure the maintenance of accurate and up-to-date information concerning students.</li> <li>• To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.</li> </ul>  |
| <b>Communications</b>   |
| <ul style="list-style-type: none"> <li>• To ensure effective communication/consultation as appropriate with students, staff, parents of students and appropriate individuals external to the College.</li> <li>• To liaise with relevant external bodies as appropriate.</li> </ul>   |
| <b>Marketing and Liaison</b>  |
| <ul style="list-style-type: none"> <li>• To contribute to the College liaison and marketing activities; including the Open Days and Taster Days.</li> </ul>   |
| <b>Management of Resources</b>  |
| <ul style="list-style-type: none"> <li>• To co-operate with other departments to ensure sharing and effective use of resources to the benefit of the College and the students.</li> <li>• To contribute to the maintenance of an attractive working environment.</li> </ul>   |
| <b>Student Support</b>  |
| <ul style="list-style-type: none"> <li>• To monitor and support the progress and development of students as appropriate to the role, including use of the Student Log as directed.</li> </ul>   |
| <b>Other</b>  |
| <ul style="list-style-type: none"> <li>• To support the aims and objectives of the College.</li> <li>• To attend meetings in accordance with the College meetings schedule.</li> <li>• To undertake any other duties the Principal or their designated alternate may reasonably direct from time to time within the context of the Loreto College contract.</li> <li>• This Job Description is subject to periodic review and amendment.</li> <li>• The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.</li> <li>• To ensure your "online footprint", including use of social media, is in accordance with statements relating to personal and professional conduct within the Teachers' Standards.</li> <li>• To take all reasonable steps to ensure the security of any personal data relating to college employees or students, (either future, current or past) to which you have access, in line with the requirements of the college's Data Protection Policy and the General Data Protection Regulation (GDPR).</li> </ul> |

## Person Specification

This person specification will be used in shortlisting and interviewing to select the best candidate. Each applicant should therefore address the person specification in their written application and where appropriate, give examples of how the criteria have been met.

|   | Essential | Desirable | Method of assessment              |
|---|-----------|-----------|-----------------------------------|
| <b>Experience</b>   |           |           |                                   |
| A minimum of 2 years' experience of working in a school/college   |           | ✓         | Application, interview            |
| Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)   | ✓         |           | Application, interview            |
| Working with young people who have specific special educational needs   |           | ✓         | Application, interview            |
| Experience of having attended relevant training and having received accreditation where appropriate   |           | ✓         | Application, interview            |
| Experience in contributing to individual education plans and working to targets   |           | ✓         | Application, interview            |
| An understanding of the role of the Educational Support Assistants and other professionals working in the classroom   | ✓         |           | Application, interview            |
| <b>Knowledge and Understanding</b>  |           |           |                                   |
| Knowledge of the SEND Code of Practice and how it affects students  | ✓         |           | Application, interview            |
| Knowledge of all relevant policies, codes of practice and legislation including safeguarding, health and safety and child protection.   |           | ✓         | Application, interview            |
| Experience working in a multi-agency approach:  |           | ✓         | Application, interview            |
| Clear understanding of the Numeracy and Literacy Curriculum   |           | ✓         | Application, interview            |
| An appreciation of equal opportunities and a commitment to its implementation   | ✓         |           | Application, interview            |
| Demonstrable knowledge of the learning processes and specific needs of students.  |           | ✓         | Application, interview            |
| An awareness of the needs of students with moderate and specific learning difficulties  | ✓         |           | Interview                         |
| An awareness of a range of strategies to support students with emotional and behavioural difficulties   | ✓         |           | Interview                         |
| Ability to deliver and plan areas of the curriculum to enhance students' independence and progression   | ✓         |           | Interview                         |
| Ability to assist in planning and monitoring a teaching programme   |           | ✓         | Interview                         |
| The ability to communicate well, both verbally and in writing   | ✓         |           | Interview                         |
| Ability to work collaboratively with other staff in the class and whole college setting   | ✓         |           | Interview                         |
| Ability to use ICT and other relevant technology to support learning  |           | ✓         | Interview                         |
| Excellent literacy and numeracy skills  |           | ✓         | Interview                         |
| Able to work creatively and sensitively with students   | ✓         |           | Interview                         |
| Able to form effective working relationships with parents and other professionals   | ✓         |           | Application, interview            |
| Evidence of commitment to Continuous Professional Development   |           | ✓         | Application, interview            |
| <b>Qualifications</b>   |           |           |                                   |
| A relevant qualification or evidence of formal training at Level 3 and above  |           | ✓         | Application, interview            |
| <b>Attitude and Impact</b>  |           |           |                                   |
| Positive and enthusiastic approach to a wide range of tasks.  | ✓         |           | Interview                         |
| Willingness to take and follow advice from line managers with regard to, for example, use of resources and supporting students  | ✓         |           | Interview                         |
| Willingness to support department trips and visits  | ✓         |           | Interview                         |
| Smart in appearance and manner  | ✓         |           | Interview                         |
| <b>Personal</b>   |           |           |                                   |
| Enhance DBS clearance #   | ✓         |           | Pre-employment check              |
| Two satisfactory references #   | ✓         |           | Pre-employment check              |
| Full and relevant career and education history  | ✓         |           | Application                       |
| Ability to meet the requirements of the Immigration, Asylum and Nationality Act 2006 (to be legally employed to work in the UK)   | ✓         |           | Application, pre-employment check |
| The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.<br># To follow an initial offer of employment |           |           |                                   |