



SIGNIFICANT ADULT CLASSROOM SUPPORT – GRADE 4

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| GRADE: | 4 |
| HOURS: | 33.5 hours per week term time only (plus 5 teacher training days) |
| RESPONSIBLE TO: | The post holder will work under the general guidance and supervision of the Class Teacher, Senior Classroom Support and the Leadership Team |

Main purpose

To work collaboratively with the responsible teacher and colleagues to implement teaching, learning and assessment for pupils. To provide high quality care, learning and supervision of children in line with the school's policies and practices. To work collaboratively with all staff and external agencies to ensure best possible learning experiences for our pupils.

To work collaboratively with the responsible teacher and colleagues to promote teaching, learning and assessment of the pupil to whom you are assigned to enable him/her to make best use of the educational opportunities available to them.

Additionally:

- To deliver programmes of support to smaller groups, in or out of the classroom
- To monitor and record the pupil's responses to learning activities through formal and informal observations and planned recording of achievement and progress
- To provide structured support and guidance in the development of the assigned pupil's academic and social needs
- To use specialist curricular/learning/skills/training to support pupils
- Under the guidance of the school nurse support students in their medical care
- Under the guidance of an identified teacher support in the organisation and development of a specific SEND or subject area
- To assist with lunchtime supervision

Castle Wood recognises that good practice in the significant adult support role requires times when a 'change face' is required for both pupil and post holder. Although this role is 'Significant Adult Classroom Support' the post holder will be a member of a class team and undertake activities related to being part of that team.

Duties and Responsibilities

Under the guidance of teaching staff:

- To develop an understanding of the special educational needs of the pupils concerned
- To take into account the pupils' special needs and ensure their access to the learning
- To build and maintain successful relationships with pupils, treat them consistently, with respect, dignity and consideration.
- To strive towards the development of independent learning for our pupils
- To support and facilitate the reinforcement of learning
- Assist at an appropriate level with the provision of general and specific care and the welfare of pupils which may include:
 - Assistance with personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing; the changing of soiled clothing and its disposal in an appropriate way;
 - Assisting with children's injuries and, where appropriately qualified, administering first aid;
 - Assist with the administering of medicines under the direction of the appropriate medical staff;
 - Assist with the identification and monitoring of children's general health and welfare and safeguarding pupils.

- Assist with any special arrangements and specialised equipment provided to support individual pupils' access to the curriculum.
- To help pupils record work through careful planning in ways appropriate to their needs and level
- To take an active role in assessment and recording of pupil progress
- To model good practice in effective learning to keep pupils on task
- To have formal and informal meetings with teachers to contribute to planning lessons/activities
- To apply total communication and other strategies that support and develop understanding
- To work as part of the team in relation to individual pupils, liaising, advising and consulting where appropriate
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour
- Play an active role in the support of positive behaviour management of pupils both in and out of the classroom, reporting issues as appropriate.
- Support the class teacher in using school approved communication systems to provide feedback to parents.
- Utilise ICT and AAC in learning activities and develop pupils' competence and independence in its use.
- Undertake general classroom administrative tasks as required by the classroom teacher, such as the upkeep of records, home- school diaries, filing, photocopying and responding to requests from parents

Other areas of responsibility

- Assist the class teacher and senior member of support staff in supporting individuals or groups of pupils,
- with the full range of curriculum activities; this may include visits, special events and residential experiences
- Implement specialist programmes under the guidance of the multi-disciplinary team, for example speech and language therapists, physiotherapists, teachers from sensory support, occupational therapists etc
- Assist in manual handling and use of positive handling strategies
- Prepare, display and mount work, set out equipment and materials to support teaching
- Share in the provision of specialist activities to enrich learning experiences for pupils
- Accompany pupils on educational placements, including placements in other schools as part of a specific programme for that child
- Prepare and maintain teaching resources and equipment
- Participate in professional development opportunities and the school's annual professional development
- review process.

Other areas of responsibility pertaining to 'Significant Adult' role

Under the guidance of teaching staff:

- To establish supportive relationships with the pupil concerned
- Aid the assigned pupil to learn as effectively as possible in group situations and on his/her own by, for example:
 - Undertaking directed activities with a small group of children including the assigned pupil
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use the equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in areas of challenge, e.g. communication, self-regulation

- Using praise, commentary and assistance to encourage the pupil's attention and resilience
- Liaising with class teacher and other professionals about the assigned pupil, contributing to the planning and delivery as appropriate
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support the pupil
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self reliance and self esteem.
- To support the pupil in developing social skills both in and out of the Classroom
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the pupil's learning and behaviour to the teacher, including feedback on the effectiveness of the behaviour strategies adopted
- To contribute towards reviews of the pupil's progress as appropriate

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Classroom Support will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Any other duties and responsibilities within the range of the salary grade.

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

The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Castle Wood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment

Notes:

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation 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 will be reviewed annually.

- The exact focus of the role will be decided at school level and will take into account the needs of the pupils, the school and the development needs of members of staff
- The job description will be reviewed annually through the professional development review process
- There may be a requirement to carry out particular duties as the Headteacher may reasonably direct from time to time

Person specification:

| CRITERIA | ESSENTIAL QUALITIES |
|--------------------------|---|
| Qualifications | <ul style="list-style-type: none">• GCSE Mathematics, English and Science Grade A-C• A desire to continue to improve literacy, numeracy and ICT skills• NVQ Level 3 Educational basis• Evidence of participation in locally acknowledged in service training relating to special educational Needs. |
| Knowledge and Experience | <ul style="list-style-type: none">• Knowledge of what constitutes positive behaviour management• Understanding of importance of positive role models for young children• Knowledge of strategies, including literacy, numeracy, ICT, independent learning and special educational needs• Experience working with young children with complex SEND, their needs and characteristics• Experience of working as part of a team |
| Skills and Abilities | <ul style="list-style-type: none">• Approachable and intuitive• The ability to accept supervision and respond to instructions, guidance and feedback from others• Commitment to maintain confidentiality on all school matters• To communicate effectively – verbal and written - with students, staff and parents• To apply specialist skills to supporting and meeting the needs of complex SEND• To motivate and encourage pupils to work co-operatively• To establish and maintain good professional relationships• To be a team player• To develop and adopt total communication techniques• To have initiative and be pro-active but also know when to defer |
| Personal Qualities | <ul style="list-style-type: none">• Adaptability to changing circumstances and ideas• Enthusiasm• Professional demeanour• Reliability, flexibility and resilience• Commitment to safeguarding and equality• Desire to actively contribute to a positive team spirit• To be aspirational and inspirational |

Notes:

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

Headteacher/line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____

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