

# Wiltshire County Council

## School Support Staff

### Job Profile



<b>Reference :</b>	SCH039	<b>Grade F</b>
<b>Job Title :</b>	Special Teaching Assistant	
<b>Main Job Purpose :</b>	To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within a defined Special School or Specialist Learning Centre or (exceptionally) individual pupils in a mainstream school. These will range from pupils who have significant physical, sensory or behavioural problems to pupils with severe, profound and multiple learning difficulties. The ages of the pupils involved will be within the nursery to post-16 range.	

<b>Main Duties</b>	
<b>1.</b>	<p><b>Supporting pupils learning, either in groups or through 1:1 work.</b> The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"><li>- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs</li><li>- differentiating work for individual pupils to suit their ability</li><li>- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to Teachers</li><li>- clarifying and explaining instructions</li><li>- ensuring pupils are able to use equipment and materials provided</li><li>- motivating and supporting pupils</li><li>- helping pupils to concentrate on and finish work set</li><li>- meeting physical needs as required while promoting independence</li><li>- liaising with class teacher and Special Educational Needs Co-ordinator about Individual Education Plans</li><li>- developing appropriate resources to support pupils</li><li>- listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue</li></ul>

<b>Main Duties</b>	
<b>2.</b>	<p><b>Supporting pupils self esteem, inclusion and behavioural development, e.g.</b></p> <ul style="list-style-type: none"> <li>- encouraging an acceptance and inclusion of the pupil with special needs</li> <li>- developing methods of promoting/reinforcing the pupil's self esteem and independence</li> <li>- providing individual or small group supervision in and out of the classroom for pupils with behavioural problems</li> <li>- establishing a supportive relationship with pupils</li> <li>- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site</li> <li>- supervising pupils on outings, school activities</li> </ul>
<b>3.</b>	<p><b>Provide physical/personal care to pupils, e.g.</b></p> <ul style="list-style-type: none"> <li>- dressing, washing, feeding, carrying, and changing; changing of incontinent pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies</li> <li>- fitting and adjusting surgical and similar appliances; using mobility aids, standing frame; undertaking physiotherapy exercises (e.g. stretching, balancing, walking) and speech therapy exercises following instructions</li> <li>- administering medication on instruction from the Head Teacher and supervising sick children e.g. those with epilepsy or other medical conditions</li> </ul>
<b>4.</b>	<p><b>Supporting the Teacher/s, e.g.</b></p> <ul style="list-style-type: none"> <li>- Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support</li> <li>- Contribute to the development of Individual Education Plans and reviews of pupil progress</li> <li>- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record</li> <li>- Providing regular feedback about pupils to the Teacher/s</li> <li>- Encouraging the social and emotional development of pupils by intervening in situations which call for adult supervision</li> </ul>
<b>5.</b>	<p><b>Supporting the curriculum</b></p> <ul style="list-style-type: none"> <li>- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.</li> </ul>

## Main Duties

<b>6.</b>	<b>Supporting the school, e.g.</b> <ul style="list-style-type: none"><li>- where appropriate, fostering and develop links between a pupil's home and school</li><li>- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc</li><li>- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling</li><li>- administering minor First Aid under the guidance of a qualified person</li><li>- ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment</li><li>- maintaining a supply of pupils' own clothing as well as a school supply of emergency clothing, operating washing machines</li><li>- retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies.</li><li>- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils</li></ul>
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## Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarization of peers and new recruits.

## Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem, e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.

## Key Contacts And Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.

### **Decision Making**

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

### **Resources**

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

### **Working Environment**

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

### **Knowledge and Skills**

The jobholder needs the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs specialist knowledge of special educational/physical/behavioural/emotional needs and ways of meeting these, and good skills in dealing with pupils.