



Learning God's Way

Headteacher: Mr M Jee

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Title of Post: Individual Needs Assistant
Grade: NJC Grade 3
Hours: Varies due to position
Pro-Rata: Term Time Only (38 weeks)
Responsible to: Assistant Headteacher for Inclusion

MAIN PURPOSE OF THE JOB:

- To work as part of a team under the direction and guidance of the Assistant Headteacher for Inclusion and the class teacher to assist in promoting the learning and personal development of an identified child who has a visual and hearing impairment within a mainstream setting.
- An understanding of the barriers to inclusion for a child with a hearing and visual impairment
- An understanding of children's communication and support needs
- A commitment to develop audiological skills and applications in our setting
- A commitment to the on-going development of knowledge and understanding in the fields of hearing and visual impairments.
- To aid a child with a hearing and visual impairment to learn as effectively as possible both in group situations and on his/her own
- Clarifying and explaining instructions
- Ensuring the child is able to use equipment and materials provided
- Motivating and encouraging the child as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to the child's needs
- Assisting in areas that need development, e.g. as a result of his/her hearing and visual impairment such as speech and language, behaviour and academic skills
- Using praise, commentary and assistance to encourage the child to concentrate and stay on task
- Liaising with class teacher, Inclusion Leader and other professionals about the EHCP requirements and individual education plans (IEPs), contributing to the planning as appropriate
- Providing additional nurture to the child when requested by the class teacher or Inclusion Leader
- Consistently and effectively implementing agreed strategies for the individual child
- Helping to make appropriate resources to support the child
- Meeting the child's physical needs while encouraging independence e.g. help the child to change for PE lessons and help with mobility around the school
- To establish supportive relationships with the child concerned
- To promote the acceptance and inclusion of the child with hearing and visual difficulties, encouraging the child to interact with his or her peers in an appropriate and acceptable manner

- Monitor the child's responses to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To support the child in developing social skills both in and out of the classroom
- To provide regular feedback on the child's learning to the teacher/Inclusion Leader, including feedback on the effectiveness of the individual strategies adopted
- When working with a group of children, understand and use group dynamics to promote group effectiveness and support group and individual performance
- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- To contribute towards reviews of child's progress as appropriate including during annual EHCP review
- To take part in training activities offered by the school and the county to further knowledge
- To support playground/break time supervision
- To accompany teacher and children on educational visits

Other Information:

1. Contribute to the overall ethos, aims and work of the school.
2. Attend regular team meetings for Support Assistants and participate in training activities.
3. Be aware of, uphold and contribute towards the developments of the school's policies and procedures:
 - In particular, to be aware and comply with policies and procedures related to Child Protection, Health, Safety and Security, Confidentiality and Data Protection, Equality, Behaviour and Anti-Bullying, reporting all concerns to the appropriate person and following up on any safeguarding concerns, immediately and to the appropriate person
 - To ensure that all children, regardless of age, gender, race, culture, faith or ability are treated fairly and given equal access to learning opportunities
4. Take an active part in appraising their own work against agreed priorities and targets in accordance with the school's performance management and supervision arrangements.
5. Undertake playtime supervision duties as required.
6. Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.

From time to time, the post holder may be required to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or level of responsibility entailed.

To develop a life-long love of learning; to grow spiritually and reflect Jesus in our words and action; to foster self-respect and love for others; to provide opportunities for ALL to flourish; to serve our community; to prepare and equip for an ever-changing world.

