



**WANDSWORTH BOROUGH COUNCIL  
CHILDREN'S SERVICES DEPARTMENT  
GREENMEAD SCHOOL**

**Special School Support Assistant – ALL PATHWAYS**

**Grade: Scale 2**

**Purpose of the Job**

Responsible, under the instruction or guidance of the teacher or line manager, to undertake work, care or support programmes to individual pupils or to work with groups, including personal care. To enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

All support staff at Greenmead should be able to work across the full range of the school, however they may specialise in a specific pathway.

**Main Responsibilities**

**1. SUPPORT FOR PUPILS**

- Supervise and provide specialised support for pupils, ensuring their safety and access to learning activities and integrated therapies
- Assist with the development and implementation of Individual Education or Behaviour Plans and Personal Care programmes
- Establish supportive and constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage and support pupils to interact with others and engage in activities e.g. understanding motivators and using communication aids.  
Have high expectations and promote self-esteem and independence to all pupils.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/class leader
- Use specialist skills to undertake activities necessary to meet the needs of pupils, including medical procedures following training

**2. SUPPORT FOR THE TEACHER**

- Create and maintain a purposeful, orderly, safe and supportive environment, in accordance with routine plans, lesson plans and programmes.
- Use strategies, in liaison with the class teacher and therapists, to support pupils to achieve learning goals.
- Assist with the planning and delivery of learning activities. To lead small group sessions which have been planned by the teacher/ class lead.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed including using assessment software.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, challenges etc.

- Promote good behaviour for learning using the zones of regulation and 'readiness for learning' strategies.
- Establish constructive relationships with parents/carers.
- Provide occasional routine clerical/admin support e.g. photocopying, typing, filing etc.

### 3. SUPPORT FOR THE CURRICULUM

#### General:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

#### Pathway:

- Develop an understanding of the curriculum pathways and how learning is planned, delivered and assessed.
- Develop specialist skills in supporting and delivering learning and integrated therapy for all learners.

### 4. SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance management meetings as required.
- Assist with the supervision of pupils out of lesson times, including before and after school.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To also be fully aware of the principles of safeguarding as they apply to children and vulnerable adults in relation to the worker's role.

## Person Specification

SSSA (ALL PATHWAYS)	Essential	Desirable
<p><b>Personal qualities</b></p>	<p>Energetic and enjoys a busy environment</p> <p>Patient</p> <p>Initiative</p> <p>Organised</p> <p>Team player</p> <p>Resilient</p> <p>Calm in all situations</p> <p>Ability to develop good relations with staff and pupils and the wider school community</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	<p>Aspirations for career development within school</p>
<p><b>Experience</b></p>	<p>Working with or caring for children of relevant age</p> <p>Working with pupils with additional needs (not necessarily in a school setting)</p>	<p>Working in a primary school environment</p> <p>Previous experience or training in Intensive Interaction</p> <p>Previous experience with EYFS style of learning through play</p> <p>Experience in using symbols to support communication (PODD, PECS, PIXON, ALDs, core vocabulary)</p> <p>Experience in using strategies linked to the TEACCH approach</p> <p>Experience working with pupils with additional needs i.e. children who have sensory needs</p>

		Previous experience working within the Primary Curriculum especially EYFS and KS1.
<b>Knowledge and Skills</b>	<p>Good numeracy/literacy skills</p> <p>Effective use of ICT to ensure wider working expectations can be met e.g. accessing emails, video calling (TEAMS) etc.</p> <p>Knowledge of relevant polices/codes of practice and awareness of relevant legislation</p> <p>General understanding of national curriculum and other basic learning programmes</p> <p>Basic understanding of child development and learning</p> <p>Effective implementation of the school's equal opportunities policy in all areas of work</p>	<p>Effective use of ICT to support learning</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p>
<b>Qualifications</b>	<p>Completion of SSSA Induction Programme (to be completed in post)</p> <p>Skills in line with basic literacy and numeracy qualifications (level 2)</p>	<p>NVQ 2 in teaching assistance or equivalent qualifications or experience</p> <p>First aid training and training in specific medical procedures as appropriate</p> <p>Higher Level Teaching Assistant (level 3)</p> <p>Specialist training in specific SEND teaching or therapy approaches.</p>