



CHILDREN'S CHARITY

Job Title: Specialist Support Assistant (SSA)

Responsible to: Head Teacher

Talbot House Children's Charity are looking to recruit additional Specialist Support Assistants (SSAs), to work within our expanding School (Key Stage 1 & Key Stage 2 or Key Stage 3 & Key Stage 4, please see advert for full key stage details).

The suitable applicants must have experience of working with SEN pupils with complex needs, including SEMH, ASD, ADHD, trauma and attachment, some of pupils may have multiple complex needs.

We are a small non-maintained school with pupils ranging from KS1 to KS4. Class sizes are rarely bigger than 6 pupils.

Job Description:

- Engage pupils in their learning both academic and socially.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model, and setting high expectations.
- Contribute to IEPs and support plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Support in our enrichment program and external activities.
- provide feedback to pupils in relation to progress and achievement.
- Organise and manage appropriate learning environment and resources.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Demonstrate flexibility as required due to the demands of the role.
- Carry out such other duties as may be reasonably required from time to time and / or as directed by the Head Teacher.

Other:

- Support Talbot House Children's Charity's commitment to safeguarding children and promoting their welfare and contribute to the overall ethos/work/aims of the school.
- Be a strong role model for pupils.
- Be aware of, and comply with key policies and procedures, for example, health and safety, equality and diversity, security, confidentiality, data protection, reporting all concerns to line management.

- Operate as a supportive member of the team by providing support and assistance to other members and attending and participating in team meetings.
- Participate in training, other learning activities and performance development as required.
- Drive company vehicles as required for the role (to include but not limited to cars and mini-buses), with or without pupils present.
- The above list is not exhaustive and other duties may be attached to the post from time to time.
- Variation may also occur to the duties and responsibilities without changing the general character of the post.

To apply please fully complete our application form, using the personal specification to help you complete the 'skills, experience and knowledge' section of the form. Applicants who read our Tips for Applicants document before completing this section of our application form are more likely to be offered an interview. You will find our Tips for Applicants document attached above.

If you have any queries regarding this position or the application process, please contact the HR Department on 0191 229 0111 or email HR at: hr@talbothousecc.org.uk

Note: The Charity is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment (see full policy details on our website). This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants should be aware that the post will only be offered to successful candidates subject to an Enhanced DBS check as well as other employment clearances and continued subscription to the DBS Update Service. Please see link for further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/945449/rehabilitation-of-offenders-guidance.pdf

Please note that this role is classed as regulated activity as it involves working directly with children and/or vulnerable adults. All short-listed candidates will be asked to complete a criminal records self-declaration form prior to interview. Please note it is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children and the Charity has the right to respond appropriately.

We can only accept a Charity Application Form for this role. We are not able to accept CVs for any role. If you submit a CV it will not be reviewed. Please view our safer recruitment policy. Applicants should be aware that any relevant issues arising from their declarations and references will be addressed at interview.

Personal Specification:

| | CRITERIA - ESSENTIAL / DESIRABLE CRITERIA FOR THE ROLE & WHERE TO EVIDENCE | ESSENTIAL / DESIRABLE | EVIDENCED |
|---|--|-----------------------|-----------|
| QUALIFICATIONS, TRAINING, KNOWLEDGE & EXPERIENCE | | | |
| 1 | NVQ Level 3 or relevant qualifications, training or experience | E | A |
| 2 | Further study/qualifications in SEN | D | A |
| 3 | Positive Handling training or equivalent | D | A |
| 4 | ASD training | D | A |
| 5 | Experience of working in a SEN school or with SEN pupils with SEMH or other complex needs | E | A/I/R |
| 6 | Knowledge and experience of: KS1 and KS2 core curriculum (see job advert for KS details), OR KS3 and KS4 core curriculum (see job advert for KS details) | E | A/I |
| 7 | Experience in supporting and delivering learning for pupils over a range of subjects | E | A/I/R |
| 8 | Experience of using a range of techniques for pupils with SEMH and/or other complex needs | E | A/I/R |
| 9 | Knowledge of positive pupil behaviour management strategies | E | A/I |
| 10 | Experience, and a high level of understanding of the importance of safeguarding and welfare | E | A/I |
| 11 | Experience of working within a Thrive based School | D | A/I |
| SKILLS & ABILITIES | | | |
| 12 | Ability to relate to and empathise with pupils and to develop trusting and respectful relationships | E | A/I/R |
| 13 | Able to motivate pupils to have high aspirations | E | A/I |
| 14 | High level of written, oral and communication skills | E | A/I/R |
| 15 | High level of organisational and planning skills | E | A/R |
| 16 | Able to work effectively as part of a team | E | A/I/R |
| 17 | Respect for confidentiality of information concerning pupils | E | A/I/R |
| 18 | Able to demonstrate a high degree of professionalism in all areas of school life | E | A/I/R |
| PERSONAL QUALITIES | | | |
| 19 | Commitment to equal opportunities and inclusion | E | I/R |
| 20 | Demonstrates a resilient and calm persona | E | I/R |
| 21 | A good sense of humour | E | I |
| 22 | Enthusiasm, energy, integrity and a positive outlook | E | A/I |
| 23 | Good role model with a can do attitude | E | I/R |
| 24 | Understanding of the importance of flexibility | E | A/I/R |
| 25 | Driving Licence (willing to drive company vehicles as required) | D | A |

A = Application Form, I = Interview, R = Reference