Main purposes of the job

This role requires experience of working with children in an early years setting who have special educational needs and is specifically aimed at those working in an early years setting.

- To work under the guidance of the class teacher in the planning and implementation of early years foundation stage (EYFS) and other national programmes/strategies with individuals or groups of pupils or the whole class to promote effective teaching and learning taking into account individual special educational needs.

- During the short term absence of the class teacher a nursery nurse may be required to supervise the whole class and deliver pre prepared activities.

- To provide general support to the class teacher in the management and organisation of the pupils and the classroom.

- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.

- To promote the inclusion and acceptance of all pupils, ensuring they have equal opportunities to learn and develop.

- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Main responsibilities and tasks

Support for pupils

1. To provide support in the delivery of the EYFS curriculum.

2. To support working relationship with the pupils, acting as role model and setting high expectations.

3. To support pupils learning in the most effective way.

4. To recognise that some pupils have communication difficulties and to act sensitively to their differing needs at all times using alternative communication if required.

5. To follow guidance of class staff to promote appropriate behaviour particularly when working with pupils’ with more challenging behaviours.

6. To meet the personal care needs of pupils whilst encouraging their independence, this must include agreed local manual handling procedures.

7. To support pupils with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.
8. To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities depending on their disability.

9. To provide support to pupils who may have complex or profound special needs.

10. To assist/help pupils that have personal care needs and requiring greater personal care this could include changing incontinence pads/soiled clothing.

11. To work closely with and follow advice from other professionals i.e. speech therapists or physiotherapists.

**Support for the teacher**

12. To work closely with the teacher to assist in the planning, development and delivery of all areas of the curriculum. In the short term absence of the teacher, to cover all pre prepared activities to provide continuity for the pupils.

13. As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate.

14. Participate in varied physical activities as appropriate with the children as part of their programme of learning.

15. To work on classroom displays following consultation with the teacher.

16. To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the teacher.

17. To provide objective and accurate feedback and reports on pupil achievement and progress working closely with other professionals such as speech therapists.

**Support for the school**

18. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection, reporting all concerns to the appropriate named person.

19. To attend relevant meetings and participate in training opportunities and professional development as required.

20. Working as part of a multidisciplinary team under the guidance of other professionals in addition to the class teacher and supporting individual programmes with children where appropriate.

21. To provide support for pupils’ with varying intensity of emotional and social needs by encouraging and modelling positive behaviour in line with school policy.

22. To accompany teaching staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils under the supervision of the teacher.

23. To assist with the general pastoral care of pupils, including those children who may have challenging behaviours or may have ongoing serious medical conditions.

24. To be able to follow a programme of prescribed medication for individual pupils under agreed guidance.

25. To assist in the training and development of other staff.

26. To follow the schools guidance on healthy and safety, safe manual handling and personal care procedures including risk assessment and safety systems.

27. To adhere to school policy on equality and diversity.
Support for the curriculum

28. To assist in the development of basic literacy, numeracy and ICT skills and support the use of these learning activities as directed by the class teacher.

29. To help adapt and plan the development of resources necessary to lead learning activities, taking into account pupils’ complex special needs as well as interests, language and cultural backgrounds.

30. Undertake broadly similar duties commensurate with the level of the post as required by the headteacher.

Signatures – line manager and job holder

Signature of Manager: ___________________________ Date: ____________

Signature of post holder: ___________________________ Date: ____________