



## HM Government of Gibraltar

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### Supply Special Needs Learning Support Assistant Job & Person Specification

<b>POST:</b>	Supply Special Needs Learning Support Assistant
<b>DEPARTMENT:</b>	Education
<b>BASED AT:</b>	Schools, College, Special School, LSFs and Nurseries and Out-reach/In-reach schools and other Educational Institutions
<b>RESPONSIBLE TO:</b>	Headteacher or delegated representative
<b>ACCOUNTABLE TO:</b>	Director of Education; delegated to Headteacher

#### **KEY RESPONSIBILITY:**

To assist and support teachers with the learning and welfare needs of pupils, with SEN and/or nursery children on a one-to-one basis or in groups.

#### **JOB DESCRIPTION:**

As identified through the programmed planning process and under the direction, supervision of a teacher, when a pupil cannot, or should not, perform the following activities independently, the Special Needs Learning Support Assistant will, as required:

- Assist either identified individual pupils on a one-to-one basis or groups of pupils in their learning.
- Assist pupils with their welfare and emotional needs.
- Assist with the formulation of individualised or group learning programmes.
- Assist the teacher in the delivery of individualised or group learning programmes.
- Advise the teacher, where appropriate, on the impact of individualised or group learning programmes.
- Advise the teacher, where appropriate, on a pupil's specific learning, behavioural, emotional and personal care requirements.
- Assist pupils with physical and mobility challenges by lifting and positioning, exercising, transferring from or to transportation, as specified in a Care Plan.
- Ensure a safe and respectful environment when meeting personal hygiene needs of pupils.
- Assist pupils with welfare routines, i.e., toileting, dressing, feeding, and personal hygiene.
- Assist in the operation of support equipment, including lifts and assistive technology.
- Assist with the transit and support of children on Out-reach and In-reach programmes.
- Assist with the preparation of resources for pupils who are directly being supported.
- Prepare resources as directed by the teacher and assist pupils in their use.

- To use ICT equipment for the preparation of resources and assist pupils in its use.
- Prepare the classroom for lessons and clear up afterwards as directed.
- Monitor children in the LSF during break time.
- When a pupil is unable to self-regulate their behaviour, the Special Needs Learning Support Assistants will, under the direction and supervision of the teacher, support the implementation of identified behaviour management programmes and generally assist and support the teacher to:
  1. Model and encourage respect for self and others.
  2. Promote or facilitate positive interactions among all pupils.
  3. Provide information and observe pupils as directed (e.g., frequency of a particular behaviour, on/off task information) where required and assist with programmed support when specifically directed and monitored by a teacher.

**PERSON SPECIFICATION**  
**SUPPLY SPECIAL NEEDS LEARNING SUPPORT ASSISTANT**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications:</b>	4 GCSE (or GCE 'O' Level) passes at grades A* to C, 4-9 or CSE Grade 1, one of which must be English Language or an equivalent or higher qualification.	GCSE Mathematics pass (or GCE 'O' Level) at grade A* to C, 4-9 or CSE Grade 1, would be an advantage.
<b>Experience:</b>	Relevant work experience in a similar background.	Experience of working with children with SEN or Nursery.  Basic understanding of child development and learning.
<b>Key Skills and Behaviours:</b>	Good numeracy skills.  Ability to self-evaluate learning needs and actively seek learning opportunities.  Ability to effectively use ICT to support learning, or to undertake training to do so.	Understanding of First Aid procedures.
<b>Other Requirements:</b>	A positive interest in working with children.  Able to work as part of a team.  Adaptability.  Ability to work calmly and with patience to build positive relationships with both students and teachers.  Willingness to participate in other development and training opportunities.	