



ENNISKILLEN ROYAL GRAMMAR SCHOOL
JOB DESCRIPTION
CLASSROOM ASSISTANT (SPECIAL EDUCATIONAL NEEDS)

Job Purpose:

Under the direction of the class teachers/Learning Support Co-ordinator, assist with the educational support and the care of the pupil(s) with special educational needs who is/are in the teacher's care in or outside the classroom.

Responsible to:

The Principal. The person appointed will report to the Learning Support Co-ordinator and the Bursar.

Main Duties and Responsibilities:

The precise duties of the post will be determined by the Principal/Learning Support Co-ordinator in line with the needs of the pupil.

1. SPECIAL CLASSROOM SUPPORT

- 1.1 Assist the teacher with the support and care of pupil(s) with special educational needs including dietary, feeding, toileting if required
- 1.2 Develop an understanding of the specific needs of the pupil(s) to be supported.
- 1.3 Assist with authorised programmes (eg Education Plan, Care Plan), participate in the evaluation of the support and encourage pupil(s) participation in such programmes.
- 1.4 To contribute to the inclusion of the pupil in mainstream schools under the directions of the class teacher.
- 1.5 Assist with operational difficulties and non invasive medical/clinical difficulties pertaining to pupil(s) disabilities.
- 1.6 Support in implementing behavioural management programmes as directed.
- 1.7 Assist pupil(s) in moving around school and on and off transport

2. GENERAL CLASSROOM SUPPORT

2.1 Assist pupil(s) to learn as effectively as possible both in group situations and on their own by assisting with the management of the learning environment through:

- clarifying and explaining instruction;
- ensuring the pupils are able to use equipment and materials provided;
- assisting in motivating and encouraging the pupil(s) as required;
- assisting in areas requiring reinforcement or development;
- promoting the independence of pupils to enhance learning;
- helping pupil(s) stay on work set;
- meeting physical/medical needs as required whilst encouraging independence;

2.2 Be aware of school policies, procedures and of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.

2.3 Establish a supportive relationship with the pupils concerned.

2.4 Prepare and produce appropriate resources to support pupil(s) and take care of materials for play sessions.

2.5 Supervise groups of pupils, or individual pupils on specified activities including talking and listening, using ICT, extra curricular activities, and other duties, as directed by the class teacher/Learning Support Co-ordinator.

2.6 Under the direction of the teacher, and following an appropriate risk assessment, assist with off-site activities.

2.7 Provide continuity of adult care of eg supervising play and cloakrooms including hand washing, toileting if required.

2.8 Provide supervision/support including the administration of prescribed medicines and drugs for children who are ill and deal with minor cuts and grazes.

2.9 Ensure as far as possible a safe environment for pupils.

2.10 Report to the class teacher any signs or symptoms displayed which may suggest that a pupil requires expert or immediate attention.

3 ADMINISTRATION

3.1 Assist with classroom administration.

3.2 Assist the class teacher and/or other professions with the implementation of the system for recording the pupil(s) progress.

3.3 Contribute to the maintenance of pupil(s) progress records.

3.4 Provide regular feedback about the pupil(s) to the teacher/Learning Support Co-ordinator.

3.5 Duplicate written materials, assist with production of charts and displays, record radio and television programmes, catalogue and process books and resources.

4. OTHER DUTIES

4.1 Attend relevant in-service training.

4.2 Assist work placement students with practical tasks.

4.3 Such other duties as may be assigned by the Principal/Learning Support Co-ordinator /bursar within the level of the post.

Knowledge, Skills & Personal Qualities

- Experience of working with pupils in a post primary school setting
- Understanding of the classroom
- Understanding of pupils with considerable emotional/ learning difficulties
- Ability to express ideas in an articulate manner and to support both oral and written work
- High level of personal motivation, commitment and enthusiasm
- Caring, emphatic and able to take the initiative
- Willing to develop the job
- Patient and not easily demoralised
- Co-operative, mature adaptive, controlled, reliable and non- aggressive
- Prepared to help out where necessary

The selection panel reserves the right to enhance criteria in order to facilitate a manageable shortlist.

The onus is on candidates to provide sufficient detail on their application form to demonstrate how they meet each of the criteria. Failure to do so may result in a candidate not being shortlisted since selection panels cannot make assumptions in the absence of essential information.

Canvassing and Referees

Canvassing directly or indirectly will entail disqualification.