



# NOW HIRING

## EDUCATION SUPPORT OFFICER:

**Supporting students with complex and additional needs**

*Permanent Appointment*

*Required for: Autumn term 2026*

**Title of Post:** Education Support Officer

**Salary Grade:** ESO / Pay Band 7 (£29,336 - £35,386 pro rata per annum)

*As a guide, based upon a salary of £29,336 pro-rated for Term Time (not having to work during 13 weeks of school holidays), with 22 days paid annual leave, annual salary would be c£20,564 plus pension.*

**Responsible to:** Special Educational Needs Co-ordinator (SENCO)

**Hours of Duty:** 32.5 hours a week term time

*To generally be worked within Mon-Thurs: 8.30am - 4pm, Fri: 8.30am - 3.30pm. Specific working pattern to be confirmed at interview*

**Contract Type:** Permanent appointment with a six-month probationary period

**Job Purpose:**

To support students with complex and additional needs within our classrooms. This is a new role within our current Learning Support Services Department within our Special Educational Needs Department. We consider this to be an important role for the future development of our well established SEND team.



# JOB DESCRIPTION

## **MAIN PURPOSE OF THE ROLE:**

- Support the SENDCO and working as part of our Learning Support Services (LSS) team to support a range of students with additional and complex needs across all areas of the curriculum and across Key Stage 3 & 4

## **SUPPORT FOR STUDENTS:**

- Establish productive working relationships with students, acting as a role model and setting high expectations
- Manage the behaviour of students effectively, challenging any unacceptable behaviour in accordance with school systems, before matters escalate
- Provide students with a positive learning environment so as to aid student progress. Deal with any issues, whether behavioural or otherwise, in the appropriate manner
- Promote the inclusion and acceptance of all students within the classroom
- Provide pastoral support to students
- Challenge and motivate students, promote and reinforce self-esteem
- Support evacuating your class from the building during a fire alarm and taking students to the designated area

## **SUPPORT FOR THE CURRICULUM:**

- Deliver and help students to access learning activities through support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Attend SEND complex needs reviews

## **SUPPORT FOR TEACHERS:**

- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers and participate in feedback sessions/ meetings, as directed
- Disseminate key information to teaching staff
- Support students with additional needs within the classroom and build strong working relationships with classroom teachers

## **SUPPORT FOR THE SCHOOL:**

- Undertake other duties appropriate to the grade and responsibilities of the role, as may be required by the Headteacher to support wider operations of the school
- Be aware of and comply with policies and procedures relating to safeguarding and 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 students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Be responsible for the care and security of school equipment and resources used in carrying out duties
- Attend and participate in regular meetings and training/ learning activities associated with your work, on occasions this may be outside of your usual working pattern
- Receive supervision and guidance from your line manager and participate in performance management processes
- Recognise own strengths and areas of expertise and use these to advise and support others
- Employ a range of techniques and resources including ICT

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Head of Service or designated officer. This post could involve moving, for a short period of time, to a similar role in a different school should the need arise.

# PERSON SPECIFICATION

| QUALIFICATIONS AND EXPERIENCE                                                                                                                                                                         | ESSENTIAL/<br>DESIRABLE | ASSESSED THROUGH<br>Application Interview CV<br>Pre-Employment Checks |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------|---|---|
| GCSE Maths & English Grades A* - C (9-4), or Key Skills Level 2 Application of Number & Communication Awards or Functional Skills Level 2 Mathematics and English                                     | E                       | C                                                                     | I | P |
| Teaching Assistant NVQ Level 2, or equivalent (eg. Level 2 Certificate for Teaching Assistants, Children's Care, Learning and Development NVQ Level 2, etc.) or a relevant higher level qualification | D                       | C                                                                     | I |   |
| Experience of working with relevant age children/young people                                                                                                                                         | E                       | C                                                                     | I |   |
| Experience of working with students or young adults with complex and additional needs                                                                                                                 | D                       | C                                                                     | I |   |
| <b>DISPOSITION</b>                                                                                                                                                                                    |                         |                                                                       |   |   |
| Calm and disciplined approach when under pressure, with an unshakeable belief in the potential of all children to succeed                                                                             | E                       | C                                                                     | I |   |
| Confidence and presence to inter-relate with students and staff at all levels                                                                                                                         | E                       | C                                                                     | I |   |
| Flexibility to development and changes in the nature of the work                                                                                                                                      | E                       | C                                                                     | I |   |
| Enthusiastic and positive approach. Able to work as a member of a close-knit team                                                                                                                     | E                       | C                                                                     | I |   |
| Ability to work with a high level of accuracy                                                                                                                                                         | E                       | C                                                                     | I |   |
| Aptitude to quickly learn new IT-based systems                                                                                                                                                        | E                       | C                                                                     | I |   |
| Professional and co-operative approach when dealing with colleagues and external contacts                                                                                                             | E                       | C                                                                     | I |   |
| <b>KNOWLEDGE &amp; SKILLS</b>                                                                                                                                                                         |                         |                                                                       |   |   |
| Good communication skills - verbal and written. Very good interpersonal skills                                                                                                                        | E                       | C                                                                     | I |   |
| Good numerical skills - analytical, IT skills, and working knowledge of Microsoft Word, Excel, and databases. Can use ICT effectively to support learning                                             | E                       | C                                                                     | I |   |
| Efficient forward planning & organisational skills. Ability to manage time/prioritise                                                                                                                 | D                       | C                                                                     | I |   |
| Problem-solving/exercising of initiative/ability to suggest new ways of working in order to improve current systems and processes                                                                     | D                       | C                                                                     | I |   |
| Experience of working in a secondary school with children/young people of relevant age and a range of educational needs                                                                               | D                       | C                                                                     | I |   |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation                                                                                                   | E                       | C                                                                     | I |   |
| <b>CIRCUMSTANCES/INTERESTS</b>                                                                                                                                                                        |                         |                                                                       |   |   |
| Isle of Man worker                                                                                                                                                                                    | D                       | A                                                                     |   |   |
| Required to meet the normal hours of attendance                                                                                                                                                       | E                       | C                                                                     | I |   |
| Satisfactory police check                                                                                                                                                                             | E                       | P                                                                     |   |   |



# SAFEGUARDING

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

*All staff* are required to undertake training with regard to the safeguarding and welfare of children and young people and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school/service's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children School/Service, they must report any concerns to the designated Safeguarding lead in their area or to the department's Child Protection and Safeguarding Officer.

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