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*Achieving Excellence Together in a Caring Community*

**Job Description and Person Specification**

**SEN Learning Support Assistant working 1:1**

**Hours and Scale**

5 days per week 8:30 – 15:15 - 31 hours per week

**Core Purpose of Role**

To work under the direct instruction of teaching staff, to support the individual needs of a child (children) with Special Educational Needs and an Education Health Care Plan.

To provide differentiation and support in order for a specific child/children to access and participate inclusively in classroom learning

To deliver Speech and Language, Occupational Therapy and other tailored interventions as per the specialist SALT / OT targets set by external professionals

To facilitate learning breaks and other timetable alterations as needed

**Specific Responsibilities and Duties**

The following list of duties is not exhaustive and there is an expectation that this list may evolve over time. Where duties or responsibilities significantly alter from the list, this will be discussed at the annual appraisal or during ongoing meetings to review the benefits of the role.

1. To support the pupil(s) in their classroom in accessing and completing tasks planned for by the class teacher, and adapt activities if needed.
2. To attend to the pupils’ personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid, and welfare matters.
3. To supervise and support pupils ensuring their safety and access to learning.
4. Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
5. To liaise with colleagues to ensure plans are appropriate and all needs and expectations are met; report problems/progress/achievement to the teacher as agreed.
6. Promote the inclusion and acceptance of all pupils.
7. Undertake pupil record keeping as requested by the teacher and gather/report information to parents and carers as directed.
8. Encourage pupils to interact with others in activities led by the teacher.
9. Encourage pupils to act as independently as possible.
10. Ensure Health & Safety requirements are met, including Risk Assessments which are continually checked and updated.
11. To differentiate and support child/ren with varying needs while delivering sessions.
12. To give clear and effective feedback both verbally and in line with the school’s feedback policy in response to varying/changing needs of children.
13. To assist with the supervision of pupils out of lessons, including before and after school and at lunchtimes when required.
14. Accompany child on trips/visits and other out of school activities as required.
15. To be aware of and comply with all school Policies and Procedures.
16. To participate in training and other learning activities/meetings as required.
17. To be aware of and work towards the targets and prior attainment of the children in order to ensure progress.
18. To observe confidentiality at all times.
19. To undertake all duties reasonably requested by the Senior Leadership Team

**Level of Contact with Children and Young People**

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children and is subject to an enhanced Disclosure and Barring Service check.

**Person Specification (E- Essential, D- Desirable)**

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| **Relevant skills and qualities** | |
| Experience of working with or caring for children of Primary/Early Years age | E |
| Ability to form positive, nurturing and professional relationships with children | E |
| Ability to communicate effectively with children who have additional needs | E |
| Ability to work on own initiative, to plan and to evaluate practice | E |
| Flexible, responsive style of working | E |
| Ability to work within Child Protection and Safeguarding guidelines | E |
| Ability to maintain professional boundaries | E |
| Ability to manage a complex workload | E |
| **Experience** | |
| Experience of working with primary aged children | E |
| Experience of work with children, including those from disadvantaged backgrounds | E |
| Experience of working in a team | D |
| Experience of working with a child with Autism | D |
| **Relevant education, training and qualifications.** | |
| At least 5 GCSE qualifications at grade C or above including English and Maths (or 'O' level equivalent). | E |
| A relevant qualification and/or experience in the field of education/teaching e.g. Level 2 or 3 Teaching Assistant qualification | E |
| **Requirements person appointed must be able to demonstrate** | |
| Have completed a relevant course of further education and show a commitment to lifelong learning. | E |
| Have good people skills and an ability to communicate well with children and colleagues | E |
| The ability to work as part of a team and participate actively in meetings and training and contribute to the relevant teams within school | E |
| The ability to prioritise and plan work and to work on own initiative and without day to day supervision | E |
| The ability to reflect on practice, welcome feedback and adapt practice accordingly | E |
| Be willing to provide sessions out of school hours from time to time (e.g. before school/lunchtime boosters) | D |