

## SUPPORT STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Learning Support Assistant: 1:1 SEN Support
<b>GRADE / SCALE POINT – SALARY</b>	2/3
<b>REPORTING TO</b>	SENCO

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

#### JOB PURPOSE

To support pupils to raise their level of educational attainment and to develop social skills and understanding. To support pupils to learn as effectively as possible both in group situations and individually.

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

#### KEY TASKS & RESPONSIBILITIES

- To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
  - Clarifying and explaining instructions
  - Ensuring the pupil is able to use equipment and materials provided
  - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
  - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation, self-regulation etc
  - Using praise, commentary and assistance to encourage the pupil to self-regulate, concentrate and stay on task
  - Liaising with class teacher, SENCO and other professionals about support plans and targets, contributing to the planning and delivery as appropriate
  - Providing additional nurture to individuals when requested by the class teacher or SENCO
  - Consistently and effectively implementing agreed behaviour management strategies
  - Helping to make appropriate resources to support the pupil
- To establish supportive relationships with the pupil concerned

3. To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
4. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
5. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
6. Support the pupil to develop the skills and aptitude to become increasingly able to working independently
7. To support the pupil in developing social skills both in and out of the classroom
8. To support the use of ICT in learning activities and with specific programmes to support learning.
9. To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO and to contribute towards reviews of the pupil's progress as appropriate
10. Under the direction of the teacher, carry out and report on observations and assessments of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
11. Where appropriate, to know and apply positive handling techniques
12. To know and apply school policies.
13. Where appropriate, to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
14. To be aware of confidential issues linked to home/pupil/teacher/school
15. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
16. To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
17. To be willing to support playground/break time supervision
18. To support the wider needs of the school, for example, by working with other children or classes as needed
19. To accompany teacher and pupils on educational visits

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the

level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested [insert line manager] or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Relevant Experience</b>	<p>Experience with primary aged children</p> <p>Some experience of supporting children with additional learning, physical and emotional needs.</p>	<p>Proven successful track record of working effectively with children in primary settings</p> <p>Wide experience of supporting children with additional learning, physical and emotional needs</p>
<b>Education &amp; Training</b>	<p>Minimum attainment of 4 GCSEs or equivalent qualifications, to include maths and English.</p>	<p>Attainment of higher and/or additional formal qualifications relating to education and child care eg NVQ.</p> <p>Degree</p>
<b>Special Knowledge &amp; Skills</b>	<p>Knowledge of areas within the curriculum</p> <p>Good knowledge of how children learn and reasons for their behaviour.</p> <p>Ability to remain calm and supportive in unexpected and / or emergency situations.</p> <p>IT literate.</p>	<p>Excellent knowledge of primary curriculum</p> <p>Specialist behaviour training</p> <p>Current first aid qualification.</p>
<b>Any Additional Factors</b>	<p>Sets high standards for self and others</p> <p>Flexible, self-motivated and enthusiastic.</p> <p>Ability to judge a situation and take appropriate action i.e. when to act on own initiative and when to seek guidance.</p> <p>Ability to prioritise effectively when faced with a number of urgent tasks.</p> <p>Patient and friendly approach.</p> <p>Ability to relate well to adults and children across a wide range of ability and from all backgrounds.</p> <p>Ability to work in a way that promotes the safety and wellbeing of children and young people.</p>	<p>Willingness to support the school beyond the classroom eg whole school events, run an afterschool club, etc</p>