

Job Description and Person Specification



This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

SECTION A: Specific Role Profile

Post Title	Child Specific Learning Support Assistant	Post No	
Directorate	Greswold Primary School		
Division			
Band and Salary	Band C; £24,702 - £27,334 per annum. Pro rata (Pay Award pending). Incremental progression is subject to performance		
Responsible to	Inclusion Leader / SENDCo		
Location	Greswold Primary School, Buryfield Road, Solihull, West Midlands, B91 2AZ		
DBS Check	Enhanced check for regulated activity for working with Children		

Role Purpose

To support the class teacher and other members of the teaching team to ensure a specific pupil is able to achieve the targets on their Education, Health and Care Plan.

Role Responsibilities

A. Supporting the pupil

1. To aid the pupil to learn as effectively as possible both in group situations and individually, inside and outside of the classroom.
2. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupil to take responsibility for their own behaviour.
3. Respond to issues surrounding the emotional state of the pupil and provide them with the personal and social strategies needed to resolve future problems by alone.
4. Provide the pupil with support to develop friendships.
5. In collaboration with the class teacher, provide a positive and emotionally warm environment where the pupil feels safe and secure.

6. Provide targeted support following advice of professionals.
7. Prepare, maintain and use resources required for the learning activity and assist pupil in their use.
8. Adjust learning activities according to the needs of the pupil.
9. Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
10. Supervise the pupil on visits out of school as required.
11. Establish relationships with parents/carers, exchanging information, providing feedback on progress and achievement and supporting home to school community links.

B. Supporting the SENCo and Class Teacher

1. Where appropriate, carry out any support programmes, within the classroom or in a withdrawal situation.
2. To support the school system of recording and monitoring of pupils' progress
3. To provide feedback about pupil's difficulties and/ or progress to the SENCo and Class teacher
4. To write reports about the pupil's progress as requested by the SENCo
5. To participate in the evaluation of any support programmes, with the SENCo and class teacher
6. To report any problems about arrangements or any incidents to the SENCo, or if unavailable, to the class teacher

C. Supporting the school

1. To liaise, advise and consult with other members of the school team.
2. Be responsible for promoting and safeguarding the welfare of the children for whom she/he is responsible or comes into contact with.
3. To contribute to termly review meetings, as appropriate.
4. To participate in relevant professional development.
5. To be aware of relevant school policies and that all duties and responsibilities are carried out in line with appropriate policies and procedure.
6. To be responsible for his/her own safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies
7. To maintain confidentiality about home- school / pupil- teacher/ school work matters
8. To complete any other reasonable task as requested by SENCo or class teacher.

Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<ul style="list-style-type: none"> NVQ Level 3 in teaching and learning or equivalent Good numeracy and literacy (GCSE Grade C in English and Maths or equivalent) 	<ul style="list-style-type: none"> Training in the relevant learning strategies for children with additional needs. Experience in the relevant learning strategies for SEMH, ADHD and Autism First Aid training Evidence of related training or interests. Child protection training 	

Experience & Knowledge	<ul style="list-style-type: none"> Experience in working with SEND children in a school. 	<ul style="list-style-type: none"> Experience of working with children with ADHD, Autism or SEMH 	
	<ul style="list-style-type: none"> Experience of working effectively with other professionals. 	<ul style="list-style-type: none"> Experience of working effectively with parents and carers. 	
	<ul style="list-style-type: none"> Knowledge of relevant educational policies, legislation and guidance in relation to working with, and the protection of children. 	<ul style="list-style-type: none"> Experience of working with outside agencies. 	
	<ul style="list-style-type: none"> Knowledge & understanding of special educational needs. 	<ul style="list-style-type: none"> Understanding of relevant policies/codes of practice and awareness of relevant legislation. 	

		<ul style="list-style-type: none"> • Knowledge of the National curriculum for KS1/KS2 	
		<ul style="list-style-type: none"> • Knowledge of Early Years Foundation Stage (EYFS) 	

Skills & Abilities	<ul style="list-style-type: none"> • Ability to assist teaching staff in the delivery of the curriculum to meet the needs of pupils with additional needs. 	<ul style="list-style-type: none"> • Ability to use ICT effectively to support learning. 	
	<ul style="list-style-type: none"> • Effective communication and organisational skills 	<ul style="list-style-type: none"> • Ability to self-evaluate learning needs and actively seek learning opportunities. 	
	<ul style="list-style-type: none"> • Advanced interpersonal skills. 		
	<ul style="list-style-type: none"> • Ability to deal with emotional & sensitive situations. 		
	<ul style="list-style-type: none"> • Ability to build a pupil's self-esteem and independence. 		
	<ul style="list-style-type: none"> • Ability to work effectively as part of a team and make an active contribution. 		
	<ul style="list-style-type: none"> • Skilled in positive behaviour management. 		
	<ul style="list-style-type: none"> • Ability to create a learning environment which is both stimulating yet supports the emotional needs of the pupil. 		

Core Behaviours	<p>Excellence - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.</p>	Interview
	<p>Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account hybrid working.</p>	Interview

	<p>Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect</p>	Interview
	<p>Working Together - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve.</p>	Interview
	<p>Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.</p>	Interview

Compiled/Reviewed by	Anna Woodcock
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Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.