



Trinity Academy

Lead Learning Support Assistant (SEMH)

Job description

Job title	Learning Support Assistant
Location	Trinity Academy
Salary	Salary: N14 - N20 FTE £30,515 - £33,673 Actual £27,640 - £30,500 Contractual Hours: 37.5 hours per week Basis: Permanent Start date: As soon as possible
Role Summary	To embrace the values of Trinity Academy ensuring that every child achieves their absolute best by developing an expertise in SEMH area of Special Educational Needs and Disabilities and leading learning support across the school in this area of SEMH Needs.
Working pattern	37.5 hours per week
Responsibilities	You will be joining an outstanding team providing support to individual students, or small groups, who, due to their special educational need and/or disability (SEND), require additional help understanding or completing learning and/or in developing their social and emotional intelligence. You will play a vital role, working in partnership with teachers, the pastoral team and the Leadership Team, to ensure that SEND interventions optimise improved learning outcomes for identified individuals. Additionally, you will be assigned as a key worker to support learners beyond the classroom, in their transition through the school community and into adulthood. The role will include: To lead on intervention planning and management as directed by the SENDCo



- To contribute to the training of LSAs in providing support for identified students in class. To promote and support the development of SEND students' self-reliance, self-esteem and emotional resilience
- To plan and provide support for students at unstructured times to aid social interaction and the development of social skills
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- To be an initial point of contact for parent/carers and to contribute to running EHCP annual reviews under the guidance of the SENDCo or Deputy SENDCo,
- To contribute to training staff in implementing strategies and recommendations from external agencies
- To work in partnership with subject teachers, and to be committed to understanding and differentiating curriculum content and methods of assessment
- To plan and deliver a range of specialist interventions
- To support LSAs in the area to deliver specialist interventions
- To provide relevant feedback to subject teachers, tutors, pastoral support leads and heads of year
- To liaise with the SENDCo, Deputy SENDCo and Specialist Teacher on a regular basis
- To attend and lead SEND area team meetings
- To fully engage with training opportunities and to apply learning to improving practise
- To devise and distribute information for teachers and parent / carers
- To maintain records as required using the Provision mapping tool.
- To contribute to and lead termly and annual reviews
- Other such duties as shall be required by the Headteacher in accordance with responsibility



	To undertake professional development in order to develop an understanding of the needs of the students in order to support them and their teachers effectively Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.
Reporting to	Deputy SENDCo
Safeguarding	<i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i>



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Learning Support Assistant (LSA)

Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Ability to manage time effectively, organise and prioritise workloads and work proactively to ensure objectives are fulfilled
- High standard of written and verbal communication skills
- Ability and willingness to work cooperatively as part of a team
- Ability to help us build on the breadth of the educational experiences we offer both in and out of the classroom
- Respect for the professional expertise of others
- Ability to be managed by others, using constructive feedback to improve your performance
- Enthusiastic, perceptive and fair
- Record of excellent practice
- Ability to provide guidance, advice, instruction and support and challenge for students and for staff
- A personal commitment to quality and excellence that will take the Academy forward

You are likely to have:

- Good sense of humour
- Ability to handle information securely and confidentially.

- Record of developing and maintaining good relationships with students and wider school community.
- The experience, where necessary, to give a clear lead on inclusion and managing learning and student achievement
- Genuine care for all students, especially the disadvantaged and vulnerable

You may have:

- Evidence of innovative and effective learning coordination
- Record of developing and maintaining good relationships with students and wider school community
- Knowledge and expertise in how people learn
- A clear vision on the position of student welfare and inclusion in the Academy over the next 5 years

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Good GCSE English and Maths (at least grade B or 5 at GCSE)

You are likely to have:

- Degree or equivalent

You may have:

- Relevant further qualifications around pastoral care
- Qualified Teacher status

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Experience of working with young people with SEND
- Experience of maintaining and manipulating computerised and/or paper based data/information
- High standard of written and verbal communication skills.

You are likely to have:

- Current successful school experience
- Experience of using a Management Information System preferably Arbor.



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- Experience of safeguarding and pastoral roles in schools

You may have:

- Experience of working with autistic individuals
- Experience and understanding of the PDA profile of autism

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.