



Job title: Learning Support Assistant (Special Needs)

Salary / grade range	Level 2 SCP 5-6
Location	Co-op Academy Southfield
Reports to	Senior Leadership Team

Purpose of role:

- To complement and proactively support the teacher in delivering effective teaching, learning, assessment and recording.
- To complement and proactively support the delivery of care, support programmes, interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural).
- To support the class teacher in the planning and delivery of an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- Work within school policies, procedures and code of conduct under the direction and guidance of senior staff and within an agreed system of supervision (and delegation). This will include but is not limited to;
 - 'Safeguarding and Child Protection Policy' in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.
 - Supporting Children with Medical Conditions Policy' including infection control policies and procedures including Bare Below the Elbows.
 - Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

Key accountabilities (and specific duties / responsibilities):

- To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to



- healthcare interventions will be provided by NHS professionals.
- To be accountable for the support, progress and supervision of students within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures within the scope of the role e.g. raising safeguarding concerns at the earliest opportunity and participation in school/NHS incident reporting protocols.
 - To supervise and provide particular support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.
 - Assist with the implementation of individual students' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including meeting, personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de escalation and physical intervention needs.
 - Deliver health interventions deemed appropriate to the role (in line with Appendix 1) - the Bradford District Achievement Partnership agreed delegated nursing tasks (based on Royal College of Nursing guidance).
 - Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.
 - Adopt an adaptable and responsive approach to engage and motivate pupils and promote self-esteem.
 - Prepare, create and maintain a purposeful, orderly and supportive learning environment to minimise barriers to learning. Take responsibility for the care, storage, preparation, maintenance and use of equipment, including specialist resources such as communication, sensory, moving and handling, physiotherapy and medical equipment.
 - Ensure familiarity with students' pre-determined learning intentions and the school's evidence recording system in order to proactively and accurately contribute to the assessment of pupil progress. Feedback constructively to students, the teacher and other relevant colleagues.
 - Promote positive values, attitudes and responsible behaviour. Take full account of individual students' needs and disabilities when responding to challenging behaviour.
 - Ensure full familiarity with student's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at the earliest opportunity.
 - Offer assistance promptly to colleagues whenever needed.
 - Support with physical interventions whenever required following Team Teach



training. Report incidents of challenging behaviour in line with the school's policy and reporting systems.

- Encourage pupils to interact and work cooperatively with others and
- proactively endeavour to engage all pupils purposefully throughout the day.
- Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, other professionals, Ofsted representatives and school reviewers.
- Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use.
- Support teacher and other senior staff in the use of ICT for recording and reporting purposes e.g. uploading photographs and data input for Evidence for Learning assessment tool.
- Support pupils out of lesson times, including transport before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the leadership of the teacher.
- Contribute to Campus life and the overall vision, values and guiding principles of the Campus and Trust.
- Professionally engage with training courses and opportunities provided either by the school or external providers e.g. NHS organisations, Team Teach, Moving and Handling. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- To carry out any other reasonable request as and when required.
- Put students first and their safety foremost.
- Follow Standard Operating Procedures (e.g. Missing Child Procedure and Emergency Services Procedure) and contribute to their review.
- Work as partners with class teams by taking an active part in team meetings and planning discussions.
- Rigorously apply school policies and ensure procedures are followed.
- Continue to promote learning and development during lunch and break times.
- Participate in your own performance development, identify and address any training needs/other learning activities and monitor performance development through active engagement with your line manager and the Southfield Expertise Framework.



- Contribute to a positive safety culture.

Personal attributes required (based on job description):
 Provide support for classroom colleagues through administrative processes and resources
 Liaise with parents and other partners as directed by teachers and senior staff.

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> • NVQ2 for Teaching Assistants or equivalent qualification • GCSE English and Mathematics Grade C or equivalent • Qualifications relating to post e.g. health, children, practical skills, first aid, minibus driving, food hygiene 	<p>Desirable</p> <p>Desirable</p>	<p>A</p> <p>A</p> <p>A</p>
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working with students with a range of special educational needs and disabilities • Experience of working as part of a team • Experience of behaviour management and physical intervention • Experience of the use of hoists and physical positioning • Experience of therapy and health interventions • Team Teach trained • Trained in moving and handling 	<p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>	<p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p> <p>I/A</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Evidence of previous personal development • An understanding of the needs of children with 		<p>A/I</p> <p>A/I</p>



<p>disabilities</p> <ul style="list-style-type: none"> • Willing and able to meet the physical needs of active disabled children (e.g. through the use of hoists and undertaking personal care) • The ability to provide a range of care including some medical interventions (with training) • Understanding of child development and learning • Understanding of the issues relating to students who have special educational needs • Trained in Health and Safety, including risk assessment. • Autism, ADHD, sensory impairment, alternative communication systems, developmental play, early literacy and numeracy strategies, Boardmaker 	<p>Desirable</p> <p>Desirable</p>	<p>A/I/T</p> <p>I/T</p> <p>A/I/T</p> <p>A/I/T</p>
<p>Personal Qualities</p> <p>Willingness to undertake development and training and then apply the skills and knowledge within the role</p> <ul style="list-style-type: none"> • Ability to relate well to students and adults • Ability to adapt methods and responses to the needs of different students • Ability to work constructively and proactively as part of a team and share the workload • Ability to remain calm under pressure • Good co-operative, interpersonal and listening skills Flexibility and readiness to respond constructively to change • Mental resilience to meet demands of role e.g. extended periods of challenging behaviour or multiple personal care duties • Readiness to enthusiastically participate alongside students in all activities, including sport and performance • Trained in areas relevant to post e.g. Child Protection, IT, Team Teach, moving and handling, epilepsy, Makaton, PECs, Intensive Interaction • Understanding of classroom roles and responsibilities • Humour 	<p>Desirable</p> <p>Desirable</p> <p>Desirable</p>	<p>A/I/T</p>



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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.



Appendix 1: Bradford District Achievement Partnership Agreed Delegate tasks Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. EpiPens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training, including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.
- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) (ask carol e.g ileostomy).
- Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document 'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,' Royal College of Nursing, 2018.



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