Job Description

JOB TITLE	SEN Learning Support Assistant
JOB FAMILY	Education Support
PHASE	Primary
REPORTING TO	Class Teacher/Senior leadership team

Job Purpose

To assist and support pupils with special educational, social, emotional and behaviour difficulties. There may be a requirement to work with pupils with Education, Health and Care Plans or additional educational needs throughout the Key Stages.

Duties and Responsibilities

- The Learning Support Assistant's (LSA) main role is to provide 1:1 support for a child with special educational, social, emotional and behaviour difficulties. The LSA will ensure that the pupils can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.
- Duties will include running specific programmes and activities to assist the pupils' individual learning and social needs. The LSA will be responsible for implementing the targets on the pupils' Individual Learning Support Plan (ILSP)/EHCP in liaison with the class teachers, senior leaders and the SENCo.
- Provide teaching and learning support, under the guidance of the class teacher, to all pupils in all areas of the curriculum; promote high quality teaching and learning.
- To develop knowledge of the particular needs of the child and seek advice from the SENCo, class teacher and outside agencies as required.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings to keep up to date with developments in working with children, including those with special educational needs.
- Provide positive reinforcements, praise and rewards to pupils through consistent implementation of the school's behaviour policy and ethos and/or a pupils specified Individual Behaviour Support Plan (IBSP)
- Assist the teacher with observation and monitoring of the progress of pupils, maintaining accurate records in order to ensure documentation of all interventions with pupils, detailing their progress and achievement.
- To prepare differentiated work/materials for pupils' use and display work and resources, (under the direction of the teacher).
- Promote positive behaviour patterns, raise self-esteem and improve independent working in pupils to assist in their education and growth.

- To ensure that pupils receive their statutory Duty of Care in a caring environment.
- To be familiar with the toileting and medical needs of pupils with disabilities to meet individual pupils' needs as appropriate in the company of another adult.
- To supervise pupils and promote learning and safety, for example, at break times, on educational visits.
- To hold regular liaison time with the class teacher and other staff involved in the delivery of teaching and learning.
- To administer First Aid, subject to appropriate training.
- To assist the Teacher in creating a purposeful learning environment.

Planning

- Assist the teacher where necessary with preparation (and clearing away) of the classroom and materials to ensure effective and efficient teaching.
- To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies

Working with colleagues and other relevant professionals

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCo to develop learning programmes and to assist in the delivery of the individual learning programmes daily to promote learning behaviour and communication skills.
- To provide regular feedback to the SENCo and, where necessary, relevant outside agencies about any pupil's difficulties and progress.
- To contribute to the pupils' annual review by writing a brief report and attending meetings.
- To work with the class teacher and SENCo to assist in drawing up and undertaking the delivery of SEN Support Agreements, either in withdrawal groups or within the classroom, to ensure delivery of individual targets.
- To advise colleagues as soon as possible and in accord with Academy policy and procedure, specifically line-managers; of any concerns regarding student academic or emotional progress and/or development
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Kings Ash Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of SEN Teaching Assistant

Name: Signed: Date: