JOB DESCRIPTION

Job Title: **Learning Support Assistant: In class support**

Responsible to: **SENDCO** **Grade JG4 (SCP 7 – 11)**

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1. MAIN PURPOSE OF THE JOB

As directed by the SENCO, you will provide outstanding, in-class support to students with a range of specific additional educational needs. You will actively support the inclusion of SEN students and adapt your support to meet individual needs, whilst promoting academic achievement.

2. ROLES AND REPONSIBILITIES

You will provide timetabled in class support and guidance to SEN students with a range of complex needs. You will advance students' learning in a range of secondary classroom settings, instinctively providing intervention and support when needed and facilitating opportunities for independence and success. You will develop and maintain effective and supportive relationships with the students in order to support their specific learning and emotional needs. Some students will have Education Health and Care Plans and you will be supporting them to work towards their statutory outcomes.

Main responsibilities:

- To develop knowledge and understanding of the specific SEND needs of the children, and shape your approach accordingly.
- To establish a supportive, caring and secure relationship with the children, promoting respect, self- esteem and a positive, inclusive whole school ethos;
- To work closely with the SEND and pastoral teams, including child's main keyworker, in order to establish the appropriate provision for their complex SEND needs;
- To contribute to monitoring and recording pupil progress, maintaining records and providing relevant feedback to the SEND team and to teachers, including to Annual Reviews, Student Support Plans and other reporting to outside stakeholders as required;
- In collaboration with teaching staff and the SEND team, to enable and celebrate small steps of progress, and to promote an overall positive experience for the students;
- As directed and when necessary, to run 1:1 sessions with the students, and collaborate with the SEND team to develop focused support towards their outcomes.
- To facilitate the students to build successful social relationships and interactions.
- You will promote the inclusion of all students ensuring that they have equal access to opportunities to learn and develop.
- To work with parents and other professionals to ensure excellent communication and consistency of approach between home and school settings.
- To provide proactive and engaging supervision of the Student Support area, particularly at break and lunch times, where directed by the SENDCo.

This is not an exhaustive list and some changes to both the Job Description and duties may occur as commensurate with the grade of the post, and in line with the needs of the students.

Support for the school:

Develop and maintain working relationships with other professionals

Work effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school. Provide effective support for all other members of school staff by sharing own knowledge and expertise in a professional and constructive manner.

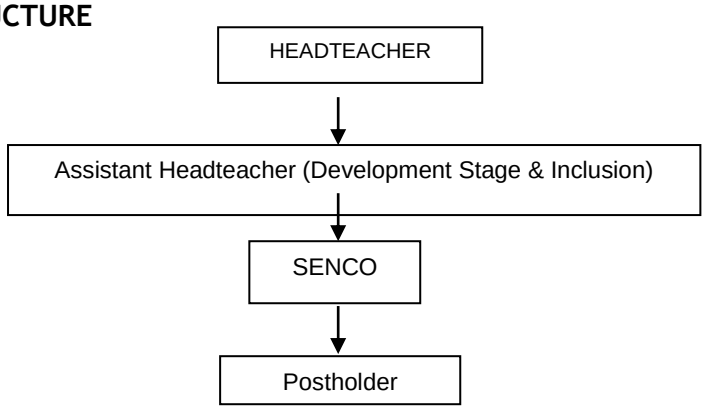
Take an active role in supporting and developing a culture of team working for the benefit of pupils', both individually and collectively, contributing to the development of policies and procedures related to classroom management.

Participate in staff, team and support staff meetings.

Contribute to the School Culture and Ethos

- To be aware of and understand the School's Equal Opportunities, Race Equality, Whistleblowing and Safeguarding Policy and ensure at all times that the duties of the post are carried out in accordance with School Policies.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and school policies.
- Review and develop own professional practice. Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.
- Work effectively with both teaching and support staff, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school
- To undertake any duty or responsibility that the Headteacher and the Business Manager asks relevant to the school's needs as required and are commensurate with the grade.

3. TEAM STRUCTURE



4. CONTACTS

Students, staff, parents, external agencies.

5. SUPERVISORY RESPONSIBILITY

The post holder does not have supervisory responsibilities for other staff or budgetary responsibilities.

6. SUPERVISION RECEIVED

Line management will be received from the SENCO.

All postholders will be required to undertake a DBS disclosure on appointment and at any other time as directed by

the School.

CONFIRMATION OF RECEIPT

I confirm that I have read and understood the terms outlined in this statement and hereby accept the post on the conditions stated.

Signed .....Date.....

Date of Issue: …….. By (Signature):..... (Human Resources)

PERSON SPECIFICATION

Skills Assessment Criteria	Essential	Desirable
Formal Qualifications:	Candidate will have 3 GCSEs including Maths & English Grade A*-C or Level 2, on the national vocational framework	Qualified to degree level or equivalent A recognised training course in an appropriate field to enable the effective support of young people with additional needs, e.g. NVQ in Learning Support/Teaching qualification or recognised support/training qualification in a related field such as justice, social care or health.
Work Related experience and Associated Vocational Training:	Proven track record/experience of delivering achievement/outcomes orientated work within a young person-centred environment Evidence of working with young people in developing strategies to promote independence Evidence of relevant professional development within a particular field. A proven track record of achieving positive outcomes for students with a range of barriers to learning and making appropriate progress in their lives	Experience of working in secondary school Experience of working with students with Special Educational Needs or Disabilities (SEND) Experience or knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programme
Other Relevant Work Experience:	Able to demonstrate ability to advocate on behalf of young people and work with key professionals and colleagues to manage support in a joined up way.	
Job Related Skills:	Well-developed ICT skills including Microsoft office packages especially Excel – reporting and analysis/Word Outstanding organisational skills, to be able to prioritise work and meet deadlines Knowledge of the specific areas within education curricula Ability to plan, monitor, evaluate and review all interventions with students. Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation. Ability to be resilient and flexible and to try different approaches with children whose needs may be very different.	Previous experience with SIMs.net and/or other school data management systems Previous experience using assessment techniques and tools to measure the progress of students in a variety of areas of their educational lives Knowledge of SEND Code of Practice (2014)
Personal Skills:	A calm, positive, non-judgemental approach to students. Passionate about supporting students at risk of disaffection in schools and able to	

	relate to students who present with a range of challenging behaviours in a supportive way. A positive 'can do' attitude at all times, in order to enable students towards successful outcomes Effective timekeeping and punctuality, and appreciation of the importance of being present at work consistently to promote the best outcomes for all students. Good communication skills with people at all levels and from a variety of backgrounds Ability to quickly build an appropriate rapport with staff, students and parents Genuine team player who acts with honesty and integrity Demonstrate good attention to detail Able to quickly and accurately record information Sound knowledge and understanding of: • Safeguarding and Child Protection procedures Ability to work effectively with a wide range of people across the school and from outside. Reliability, motivation and resilience under pressure. Attendance at directed times.	