

SUPPORT STAFF JOB DESCRIPTION

ROLE TITLE	Learning Support Assistant (SEN)
CONTRACTED HOURS	37 hours per week, 39 weeks per year
LOCATION	Sybil Andrews Academy
GRADE/SCALE POINT – SALARY	Grade 3, point 4 - 6
REPORTING TO	SENDCo

INTRODUCTION

All Unity Schools Partnership school's embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To support students to raise their level of educational attainment and to develop social skills and understanding. To support students to learn as effectively as possible both in group situations and individually.

KEY TASKS AND RESPONSIBILITIES

Overall Responsibility:

Supporting the student

- To develop knowledge of the range of learning support needs and to develop an understanding of the specific needs of the students to be supported.
- To help the student to learn as effectively as possible both in group situations and on their own using a range of strategies.
- To meet their physical needs as required whilst encouraging independence.
- To liaise with class teacher and SENDCo about individual education plans (IEPs).
- To develop appropriate resources to support the students.
- To establish a supportive relationship with the students.
- To encourage acceptance and inclusion of the child with special needs.
- To develop methods of promoting/reinforcing the student's self-esteem
- To undertake the necessary personal care required.

Supporting the Teacher / SENDCo

- To assist in the development of a suitable programme of support (IEPs) for students who need learning support
- In conjunction with the SENDCo and/or other professionals to develop a system of recording the student's progress.
- To participate in the evaluation of the support programme.
- To provide regular feedback about the student.

Supporting the School

- Where appropriate, to develop a relationship to foster links between home and school.
- To liaise, advise and consult with other members of the team supporting the student when asked to do so.
- To use the school Behaviour Policy to support the learning of all students.

- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/student/teacher/schoolwork and to keep confidences appropriately.
- To run and/or support the running of enrichment activities.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the academy's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the Academy and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the academy or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the Academy and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> • Experience of working with students • Knowledge and use of a range of classroom equipment • Basic knowledge of first aid • Good basic education to GCSE level (A-C) in literacy and numeracy, or the equivalent. 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health & safety procedures • Experience of one to one support where appropriate • NVQ2 or equivalent in related area
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic reports such as incident report forms, progress report etc 	
Organisational	<ul style="list-style-type: none"> • Knowledge of school policies and procedures 	<ul style="list-style-type: none"> • Good knowledge and understand of the school's structure
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Creativity / new ideas	<ul style="list-style-type: none"> • Assist teacher in creating a positive learning environment 	
Verbal and written	<ul style="list-style-type: none"> • Ability to communicate clearly • Ability to encourage participation and give feedback to students • Sensitivity to students' needs • Advising and guiding students on the best way to 	

	<p>handle situations, under the teacher's direction</p> <ul style="list-style-type: none"> • Encouraging students to participate in or complete tasks • Providing basic advice to other LSA • Ability to conciliate between students in relationship/friendship disputes • Assist with the induction of new LSA 	
Keyboard	<ul style="list-style-type: none"> • Ability to use ICT to advance students' learning and ability to use ICT tools for own benefit. 	
Manual Skills	<ul style="list-style-type: none"> • Use of craft knives, glue guns etc when displaying work or assisting students in practical lessons. • Help students to use tools and equipment as required to support learning. 	
Level of autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures. • Able to work with small groups of students when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of students when on duty break/lunchtime • Able to make decisions on when to refer queries/problems to teaching staff or line manager 	