



Job Description

Role: Learning Support Assistant SEN

Grade/Salary: Grade 5 £20,438pa - £23,156 FTE

(Actual £15,373-£17,418pa).

Responsible to: SENCO

Working Hours: 32.5 hours per week, for 39 weeks per annum (term-time + 5 inset days)

Job Purpose

To assist in the support and inclusion of SEN pupils with learning and/or behavioural issue within WGSB, by supporting the work of the SEN team, subject teachers, support staff and students.

Duties and responsibilities

Specific Duties:

- To have a keen and passionate approach to students of various abilities.
- To provide in class 1:1 support to identified student with SEN
- To organise, deliver and evaluate programmes of social and study skills to identified students
- To maintain SEN records, IEP's and reports as required of students being supported
- To personalise teaching resources for students with SEN to enable access to the National Curriculum
- To assist with SEN pupils on arrival and departure from school
- To liaise with SEN team, subject teachers and Learning Managers regarding progress made, problems arising, and any difficulties with accessing work and/or resources
- To actively support the teacher in behaviour management and to reinforce agreed rules in working with pupils in the classroom setting
- To provide behaviour support to pupils
- To attend SEN review meetings when requested
- To assist on school outings and activities and attend staff meetings as required

General Duties:

- To be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively
- To work flexibly, undertaking tasks as directed, commensurate with the grade of the post
- To work effectively as part of the SEN team and other teaching staff in addressing the special needs of pupils in mainstream as directed by the SENCO
- To act upon guidance offered by SENCO and other professionals
- To participate in the Performance Management process and undertake any training commensurate with the post
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

The following outlines the criteria for this post. Applicants who have a disability and who meet all the essential criteria will be shortlisted.

Vnoudedae	Manking language of common ICT and Backers	Essential
Knowledge	 Working knowledge of common ICT applications, especially Microsoft Word and Excel 	Essential
	Strong interpersonal skills with the ability to work	Essential
	and network effectively with others	Loodina
	Excellent communications skills, both written and	Essential
	oral (students, parents, staff, external partner	ESSEIIIIAI
	organisations)	Desirable
	Exam access arrangements	Desirable
	ASD and ADHD	Essential
	An awareness of and commitment to safeguarding	
	children.	
Qualifications &	GCSE/A Level Maths.	Essential
Experience	Has experience of careers education in an	Desirable
	educational setting.	Deditable
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Skills & Abilities	Ability to communicate effectively with individuals	Essential
	and groups of students, teachers and other	Essential
	members of staff, parents and professionals.	Essential
	 A passion for working with students of educational 	Loscitta
	needs/behavioural needs.	
	 Well organised with a strong attention to detail 	Essential
	Able to work under pressure and prioritise own	
	workload to achieve deadlines	
	Ability to accept guidance and direction from	Essential
	teaching staff.	Farantial
	An understanding of Data Protection legislation and	Essential
	the need to maintain strict confidentiality and	
	ensure data security.	Essential
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	Ability to use own initiative, with a creative	
	approach to problem solving.	Essential
	Excellent interpersonal and communication skills	
	(both oral and written).	
	 Experience, or empathy with, working in a 	
	multicultural environment.	