



## Your Academy...Your Future

<b>Post Title</b>	Learning Support Assistant (SEND)
<b>Purpose</b>	To support and assist teachers as part of a professional team to contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of the SENCO, qualified teachers and / or senior colleagues, in line with the Academy's policies and procedures.
<b>Responsible to</b>	SENCo
<b>Responsible for</b>	Specialist support to students with special needs; including students with medical needs.
<b>School Type</b>	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
<b>Contract Type</b>	Full Time / Term Time Only
<b>Grade</b>	Band D, Point 5–6*  <i>*Term Time Only equivalent £21,909 – £22,256</i>
<b>Disclosure Level</b>	Enhanced
<b>Expectations</b>	<p><b>There is an expectation that all adults who work at Castle View Enterprise Academy will:</b></p> <ul style="list-style-type: none"> <li>• Create opportunities to support the Academy vision.</li> <li>• Have respect and care for students and all other adults.</li> <li>• Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do.</li> <li>• Support the Academy uniform policy for students and echo this through professional and business-like mode of dress.</li> <li>• Contribute to the Academy enrichment programme.</li> </ul>

<p><b>Duties &amp; Responsibilities</b></p>	<p>Support for the Teacher:</p> <ul style="list-style-type: none"> <li>• Work in partnership with teachers to support high-quality inclusive teaching and learning for students with SEND, particularly ADHD, ASD and SEMH needs.</li> <li>• Adapt and scaffold learning activities, resources and classroom routines to enable access to the curriculum.</li> <li>• Support the implementation, monitoring and review of EHCP outcomes, Student Support Plans and SEND interventions.</li> <li>• Provide accurate observations, feedback and progress information to teachers and the SENCo.</li> <li>• Promote positive behaviour, emotional regulation and engagement using agreed strategies and individual support plans.</li> <li>• Support the preparation and use of specialist resources, assistive technology and reasonable adjustments.</li> <li>• Contribute to reviews, annual reviews, multi-agency meetings and transition planning.</li> <li>• Support teachers in maintaining a safe, purposeful and inclusive learning environment.</li> </ul> <p>Support for the Student:</p> <ul style="list-style-type: none"> <li>• Provide targeted support to individuals and small groups across the curriculum.</li> <li>• Develop positive, trusting relationships that promote confidence, independence, resilience and self-esteem.</li> <li>• Support students with organisation, attention, communication, social interaction and emotional regulation.</li> <li>• Deliver evidence-based interventions and mentoring programmes under the direction of the SENCo.</li> <li>• Support students during lessons, social times, examinations, educational visits and enrichment activities as required.</li> <li>• Encourage independence and reduce over-reliance on adult support.</li> <li>• Support students with personal care, medical needs and mobility requirements where appropriate and in line with training.</li> <li>• Understand and implement strategies that support students with ADHD, ASD, SEMH and other additional needs.</li> <li>• Promote attendance, engagement and successful reintegration where required.</li> </ul> <p>Support for the Academy:</p> <ul style="list-style-type: none"> <li>• Work collaboratively with teachers, parents/carers, external agencies and other professionals.</li> <li>• Contribute to the Academy's inclusive ethos and SEND provision.</li> <li>• Maintain accurate records in line with school procedures.</li> <li>• Participate in reviews, meetings and whole-school improvement activities.</li> </ul>
<p><b>General Requirements</b></p>	<ul style="list-style-type: none"> <li>• Attend training, meetings, supervision and professional development activities.</li> <li>• Maintain confidentiality and comply with safeguarding, health and safety, data protection and school policies.</li> <li>• Act as a positive role model and uphold high standards of professionalism.</li> <li>• Communicate effectively with colleagues, parents/carers and external agencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support students before school, after school and during educational visits when required.</li> </ul>
<b>Professional Values &amp; Practises</b>	<ul style="list-style-type: none"> <li>• Maintain high expectations for all students.</li> <li>• Value and respect diversity and promote equality, inclusion and belonging.</li> <li>• Build positive relationships with students, families and colleagues.</li> <li>• Work collaboratively as part of a multidisciplinary team.</li> <li>• Reflect on and continuously improve professional practice.</li> <li>• Use restorative and trauma-informed approaches where appropriate.</li> <li>• Promote student voice, independence and wellbeing.</li> </ul>
<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>• Supervise students during break, lunch and before/after school activities.</li> <li>• Support examination access arrangements and invigilation.</li> <li>• Deliver small-group and individual interventions.</li> <li>• Mentor vulnerable students and support attendance, wellbeing and engagement.</li> <li>• Support students with medical needs and risk assessments as required.</li> <li>• Participate in enrichment, holiday or transition programmes when required.</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• Carry out other reasonable tasks from time to time as directed by the Principal.</li> </ul>

***Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.***

## Person Specification

You should be able to demonstrate that you meet the following essential criteria.	E = Essential D = Desirable
<b>Qualifications</b>	
A teaching assistant qualification	<b>E</b>
A valid First Aid Certificate	<b>D</b>
Good numeracy/literacy skills.	<b>E</b>
<b>Experience</b>	
Experience of working in a secondary school environment.	<b>E</b>
Experience of planning and evaluating learning activities.	<b>E</b>
Involved in planning programmes of learning for individuals, groups and whole class.	<b>E</b>
<b>Skills, Knowledge and Aptitude</b>	
An ability to relate well with children and adults.	<b>E</b>
An ability to work independently with individual children, small groups of children.	<b>E</b>
An ability to use initiative when required.	<b>E</b>
An ability to work as a member of a team.	<b>E</b>
A willingness to work co-operatively with a wide range of professionals.	<b>E</b>
Good communications skills, both written and verbal.	<b>E</b>
Use ICT effectively to support teaching and learning.	<b>E</b>
A willingness to be adaptable and respond to change effectively.	<b>D</b>
<b>Personal Requirements</b>	
Sensitive to the needs of children and their parents/carers.	<b>E</b>
An ability to work as part of a team.	<b>E</b>
A calm and positive approach.	<b>E</b>
Committed to professional development.	<b>E</b>