

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Learning Support Assistant with a specialism in EYFS / KS1 SEN Support
LOCATION	Abbots Green Academy
GRADE / SCALE POINT – SALARY	Grade 3 (below the bar)
REPORTING TO	SENCo, Deputy Headteacher, Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils 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

The LSA will support class teachers and the SENCo in providing support for learners that staff have initial concerns about. They will keep accurate records of provision to create an evidence trail for any possible referrals in the future, following a 'Plan, Do, Review' cycle.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. The LSA will be responsible for implementing and supporting pupils 'Pupil Passport' and individual needs in liaison with the class teacher and SENCo.

The LSA will also be required to work in collaboration with the SEN team, ensuring that children with identified needs achieve high standards of achievement and progress.

KEY TASKS & RESPONSIBILITIES

Supporting Pupils

- To use specialist knowledge or experience to support pupils across the school
- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from the SENCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupils in the playground, being mindful of his health and safety in relation to his condition, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.
- Support the school family support worker in the delivery of nurture interventions within the Rainbow Room at lunchtimes.

Supporting the class teacher and SENCo

- Provide support to teachers by assisting with lessons at an agreed level from the Senior Leadership Team
- Assist with the planning and delivery of students' targets (or other student-specific plans).
- Work with the SENCo, teaching and other support staff to develop individual provision plans to achieve independent learning and emotional wellbeing for identified students.
- Attend to students' personal needs, including social, health, hygiene, and first-aid and welfare matters.
- Monitor and evaluate students' progress and maintain students' records
- Use initiative to develop and implement actions that will promote the integration of the student with his/her peers.
- Provide training for staff as needed
- Be aware of and support difference and ensure that students have equality of access to opportunities to learn and develop following SEN code of practice, equal opportunities policy and DDA guidelines.
- Promote good practice with record keeping
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

Supporting the SEN needs across the school

- To work within the EYFS to identify and support pupils with potential barriers to learning for example S/L SEN.
- Support developments and initiatives to improve standards in literacy;
- Plan, deliver, review and evaluate, in liaison with colleagues the progress of pupil passports and the impact on children's individual needs
- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To undertake any other duties within the competency of the post as determined by the Head teacher
- To be responsible for safeguarding children in our care, it is a requirement of the role that you adhere to all relevant safeguarding training and procedures.

Supporting parents and outside agencies

- To develop an awareness of school policies for communicating with parents and carers; policies for care and wellbeing of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Head teacher
- Interacting appropriately and professionally with teachers and other colleagues and parents/carers
- Contributing effectively to planning of joint actions within the team
- Referring matters beyond competence and role to other professionals in school
- Care for children in ways that have regard for their home values and practices, complying with parents' wishes
- In line with the SEN Code of Practice, and the Academy SEN policy, reassure parents who express concerns about their children in a professional and appropriate manner without committing or suggesting a definite diagnosis.
- Ensuring that parents' requests to see a teacher are dealt with promptly
- Passing on concerns about pupils to relevant people in the school

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 school'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 School 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 pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School 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 line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

You will need to

- Have experience of working with SEN children in a primary school setting
- Have GCSE, 'O' Level or equivalent qualifications in Maths and English.
- Have knowledge and understanding of the different social, cultural and physical needs of pupils.
- Have an interest in how SEN children learn and behave.
- Provide appropriate role models of learning behaviours both in the classroom and around school

Skills must include;

- Able to motivate pupils to learn.
- Able to prepare resources for teaching and learning activities.
- Able to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries.
- Able to contribute to curriculum delivery and classroom planning.
- Good communication and interpersonal skills – able to talk effectively to children, parents and external professionals as required.
- Organised administrative skills.
- Confident in use of ICT.

Personal Attributes

- Good pastoral skills, with a calm and caring approach.
- Well organised - allowing groups to be led effectively to support a number of children with personalised learning styles
- Effective team member.
- Flexible approach and an ability to respond to changes in circumstances - the ability to think on your feet.
- High level of written and oral communication skills.
- A commitment to work together with all stakeholders including the wider community

Experience

- Evidence of being in a learning support role in a primary setting.
- Experience of supporting on a 1:1 basis or in small groups
- Experience of working with pupils with special needs especially those with Speech and Language difficulties