

Learning Support Assistant Team Leader Job Description and Person Specification

TITLE: Teaching Assistant Team Leader

SCHOOL: Lealands High School

RESPONSIBLE TO: Assistant Headteacher - SENCO / Assistant SENCo

GRADE: L4

PURPOSE OF POST: In collaboration with the SENCO and Assistant SENCo, deliver a SEN provision that ensures all identified students are able to access a diverse curriculum. Raise the attainment and achievement of SEN students through delivering tailored support structures as well as guidance and support for a team of Learning Support Assistants to support students' progress and development.

ORGANISATION CHART: Head teacher

Assistant Head teacher/SENCO

Assistant SENCO

Learning Support Assistant Team Leader

Learning Support Assistants

Key Roles and Responsibilities:

1	Take a lead role in planning, developing, delivering and maintaining resources to support EHCP interventions through leading, supervising and co-ordinating individuals or teams of learning support assistants.	10%
2	Manage, develop and communicate with the teaching assistants team to share and build best practice as well coach, mentor and support in-lesson work as appropriate	10%
3	Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Pupil Profile and Educational Plans where relevant) keeping detailed records of individuals' progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.	5%

4	Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individuals or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.	30%
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5	Lead and manage learning support assistants to organise breakfast club. Ensure that resources are available to support pupils, staff are deployed effectively to engage with pupils and the club is well attended and advertised.	5%
6	Lead, coordinate and manage Extended Learning Club/after school provision for SEN pupils so that they are engaged appropriately and that this is a rich learning experience.	5%
7	Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.	5%
8	Deputise for the Assistant SENCo in their absence and contribute to the development of a purposeful working atmosphere, implementing and monitoring the school's behaviour and any related policies and procedures. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies	5%
9	Work collaboratively with the Assistant SENCo to deliver an SEN provision that follows the SEN code of practice. Support the Assistant SENCo to prepare reports by liaising with teachers, pastoral teams, outside agencies, professional consultants and parents/carers. Support the SENCO and Assistant SENCo to assess the individual learning and social needs of SEN students. Where complex needs are identified, support the gathering of advice from professionals and evidence in order to apply for Educational Healthcare Plans where	20%
10	Work with LSAs to lead and ensure that the student support department meets school protocols for display and is an attractive, tidy and vibrant environment for learning and support.	5%

DIMENSIONS:

Supervisory Management: Support the SENCO and Assistant SENCo to co-ordinate a team of Learning Support Assistants training, developing and coaching others.

Physical Resources: Classroom materials, equipment and resources

Other: Safeguarding children

CONTEXT: All support staff are part of a whole school team. They are required to support the values

and ethos of the school and school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold

information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell. There may be a requirement to supervise the administration of medicines.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.

CVs will not be accepted for any posts based in schools

Person Specification

This acts as selection criteria and gives an outline of the types of person & the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Experience of working with SEN pupils in a school, care and/or educational setting. following procedures and processes.	1,2	Some experience of delivering a curriculum for children with SEN.	1,2
		1,2	Demonstrable experience in working with parents to support their child's development.	1,2
			Demonstrable experience of safeguarding children	1,2
			Some experience of EHCP process and procedures in line with the SEND codes of practice	
Skills/Abilities	Able to keep accurate records and to relate observations to records and planning.	1,2	Basic IT skills, eg word processing, database, Spreadsheets. Expertise and/or extended knowledge in specific aspects of special educational needs eg. autism or dyslexia	1,2
	Able to build and maintain constructive relationships with colleagues, pupils and parents/carers.	1,2		
	Able to co-ordinate and lead a team of LSAs.	1,2		
	Able to Communicate effectively to achieve desired outcomes at a range of levels, eg with children, Parents, colleagues and other	1,2		

	professionals			
	Ability to be flexible and manage competing priorities.			
	Ability to show empathy with others - parents, students, colleagues.			

Competencies	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours.	1,2		
	Appropriate attitudes to use of authority and maintaining Discipline through restorative practice approaches..			
Education and training	Willing and able to undertake training and development activities as required.	1,2	Level 3 or above qualifications related to education and / or Special Educational Needs	1,2,4
	GCSE English or equivalent GCSE Math or equivalent	1,2,4		
Equality Issues	Able to recognise and act upon discrimination	1,2 1,2		
Specialist	Demonstrable knowledge of SEND, how they impact students in school and strategies to support students with SEND.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Lealands High School's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).