 Job Description 

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| **Job Title:**  | Learning support Lean  |
| **Location:** | St James School |
| **Responsible To:**  | SENDCo |
| **Salary Grade:**  | Grade D |

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| **Key Purpose of Job*** The main purpose of the job is to assist the SENDCo in the effective coordination and efficient management of the Learning support room within the school. This will involve working alongside students who make use of the room for sensory breaks and timetabled interventions throughout the school day.
* The Learning support coordinator will understand the needs of our pupils with SEND and work to support them in those areas of need including supporting with literacy, numeracy, understanding and regulating emotions and forming positive friendships.
* The job will also involve, under the supervision of the SENDCo, working closely with students, their parents/carers, other staff and outside agencies to identify, assess and plan to meet the needs of students.
* The core aim of a SEND team is to ensure we are an inclusive school that meets the needs of all learners. The team work alongside teachers with guidance from the SEND leadership team to ensure the best provision is created for all our pupils.

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| **Anticipated Outcomes of Post*** Students are supported to maximise their learning and progress at school
* Students, regardless of their social or cultural background, are motivated to succeed and are supported to maximise their learning and progress at School
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| **List Key Duties and accountabilities of the post**  1. Regularly provide feedback to the SENDCo about the systems in place to identify and meet the needs of students who use the Learning Support room.
2. To identify, plan for and intervene with pupils who need support.
3. To deliver interventions
4. To contribute to monitoring and evaluation of impact
5. To liaise with pupils, teachers, support staff, parents, and outside agencies as required
6. To create resources as necessary for interventions
7. To contribute to the Equality Committee as required as part of the school’s Equality Policy
8. To support individual pupils, small groups through interventions
9. Using agreed systems, to evaluate the effectiveness of interventions
10. To collect and circulate advice as relevant
11. To work within the school policy to anticipate and manage behaviour constructively and effectively and to promote pupils’ self-control and independence
12. To establish productive working relationships with pupils, acting as a role model and setting high expectations.
13. To promote inclusion within the school
14. To comply with and assist in the development of policies as appropriate such as those relating to Child Protection, Inclusion and Equality, Health and Safety, Confidentiality, Data Protection
15. To report all child protection concerns to the Designated Staff in line with school policy
16. To organise and deploy resources effectively
17. Write student profiles and distribute information as appropriate to staff
18. Liaise between teaching and TA staff
19. To give feedback to the SENDCo/Assistant SENDCo on the effectiveness of resources
20. To maintain existing resources and advise the SENDCo/Assistant SENDCo on the development of new resources
21. To create a positive and inclusive environment within the Learning support room to support Pupils with SEND
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| **Budgetary / Financial Responsibilities of the post**1. None
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| **Supervision / Line Management Responsibilities of the post** 1. None
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| **Working Environment & Conditions of the post**1. In support of the Trust’s vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post holder may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust.
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| **Other Duties**All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.1. The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
2. To partake in the school-wide enrichment program.
3. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
4. The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
5. The post-holder must comply with the Trust’s Health and Safety requirements specifically for the school they are working at
6. This post is based at St James School but the post holder may be required to move their base to any other location within the Trust upon request
7. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
8. To undertake additional duties as required, commensurate with the level of the job.
9. To attend Awards Evenings and Celebration Events.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post. |

**Person Specification**

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|  | Essential / Desirable | Evidence |
| **Qualifications and Experience:** |  |  |
| Good numeracy/literacy skills | Essential | A |
| A\*-C or 9-4 in GCSE English and maths | Essential | A |
| Requirement to participate in training/development as/when identified by line manager as essential for performance of the post | Essential | A,I |
| Willingness to participate in other development and training opportunities | Essential | A,I |
| Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment | Essential | A,I |
| NVQ 2 for Teaching Assistants or equivalent qualifications/experience | Essential | A |
| Degree  | Desirable | A |
| **Curriculum and Knowledge:** |  |  |
| Experience of working with or caring for children of relevant age, or completion of the DCC TA Access Course. | Essential | A,I |
| Basic understanding of child development and learning. | Essential | A,I |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation. | Desirable | A,I |
| **Skills and Attributes:** |  |  |
| Ability to effectively use ICT to support learning, or to undertake training to do so. | Essential | A,I |
| Ability to use other technology to support learning – e.g. video, photocopier etc. | Essential | A,1 |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | Essential | I |
| Ability to relate well to children and adults. | Essential | I |
| Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those. | Essential | A,I |
| Other: |  |  |
| Committed to equality of opportunity and the safeguarding and welfare of all pupil | Essential | I, R |
| Ability to fulfil all spoken aspects of the role with confidence and fluency in English | Essential | A, I, R |
| Flexibility and adaptability | Essential | I |
| This post is subject to an enhanced DBS disclosure | Essential | A, I, R |

**Key to Evidence:**

A – Application Form & Letter

C - Certificates

I - Interview

R - Reference