**King Edward VI Handsworth Grammar School for Boys**

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| JOB DESCRIPTION |
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| **Job Title:** | Learning Support Assistant  | **Division:** | Administration  |
| **1.0** | **JOB PURPOSE:** |
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|  | **1.1** | Providing learning support for students. Providing support for teachers and the SEND department.  |
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| **2.0** | **DUTIES AND RESPONSIBILITIES:** |
|  | **2.1** | To provide support for the student**2.1.1** To lead support for a SEND student **2.1.2** To provide timetabled in-lesson student support and to offer follow up support**2.1.3** To deliver tailored teaching activities to student on either a one-to-one basis or with small groups**2.1.4** To establish a positive, professional and productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning **2.1.5** To encourage the student to interact and work collaboratively and cooperatively with peers and staff**2.1.6** To have a creative and therapeutic approach to interventions as and when required**2.1.7** To ensure that all barriers to learning are lifted for ASC student so they are able to access the full and wider curriculum.**2.1.8** To support the social and emotional development of, the student reporting any issues when required to the SENCO**2.1.9** To accompany the student on school trips/visits as required |
|  | **2.2** | To provide support for teacher **2.2.1** To support the teacher in managing pupil behaviour and promoting positive behaviour**2.2.2** To liaise confidently with teachers and share resources which can be used for pre and post tutoring where necessary**2.2.3** Supporting the role of parents in students’ learning and contributing to/leading meetings with parents to provide constructive feedback on student progress/achievement etc.**2.2.4** To help with the planning of some lessons through collaboration with the teacher and support with differentiation required**2.2.5** To engage in ongoing professional development, including specific Autism training, to support the needs of students in school and to share the learning from this training with the wider staff body as required **2.2.6** Providing objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence  |
|  | **2.3** | To provide support for the curriculum **2.3.1** To deliver learning activities to students within agreed systems of supervision, adjusting activities according to student responses/needs **2.3.2** To use ICT effectively to support learning activities and develop students’ competence and independence in its use **2.3.3** To select and prepare resources necessary to lead learning activities, taking account of students’ interests**2.3.4** To advise on appropriate deployment and use of specialist aid/resources/equipment  |
|  | **2.4** | To provide support for the SEND Department **2.4.1** To liaise with the SENDCO to deliver SEN provision in the school**2.4.2** To provide support outside of classes, such as working in the SEND base **2.4.3** To support with extra-curricular clubs during student lunch breaks**2.4.4** To work with other professionals, such as Communication and Autism Team and with the student’s parents, as necessary |
|  | **2.5** | To provide support for the school **2.5.1** To establish constructive relationships and communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students**2.5.2** To recognise own strengths and areas of expertise and using these to lead, advise and support others**2.5.3** To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class**2.5.4** To participate in the support staff review process to ensure professional development needs are identified and met |
|  | **2.6**  | To undertake appropriate professional development including adhering to the principle of performance management |
|  | **2.7**  | To adhere to the ethos of the school |
|  |  | **2.7.1** | To promote the agreed vision and aims of the school |
|  |  | **2.7.2** | To set an example of personal integrity and professionalism |
|  |  | **2.7.3** | Attendance at appropriate staff meetings and parents evenings |
|  | **2.8** | Any other duties as commensurate within the grade in order to ensure the smooth running of the school |
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|  | **PERSON SPECIFICATION** |
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| **Job Title:** | Attendance Officer  | **Division:** | Administration  |

**Method of Assessment (M.O.A.)**

A.F. = Application Form; I = Interview; T = Test or Exercise;

P = Presentation

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| **CRITERIA** | **ESSENTIAL** | **M.O.A.** |
| **EXPERIENCE**(Relevant work and other experience) | Experience of working with a SEND student Experience of working in a similar role Safeguarding and Child Protection responsibilities | AF/IAF/I/TAF/T |
| **SKILLS AND ABILITIES**(Eg Written communication skills, dealing with the public) |  Knowledge and understanding of the SEN Code of Practice Awareness of the issues surrounding learning difficulties and differences with a specialist focus on AutismKnowledge of current and emerging SEN information and issuesKnowledge of information and guidance documents from the DfE and OFSTED | AF/IAF/I/TAF/I/TAF/I/T |
| **TRAINING** | Evidence of ongoing professional learning related to SENDFirst Aid training (if not already qualified) | AF/IAF/I |
| **EDUCATION/****QUALIFICATIONS**NB Full regard must be paid to overseas qualifications | Minimum Grade C or equivalent in English and MathsTeaching Assistant QualificationAbility to use ICT/the internet and email to support pupils’ learning. | AF/IAF/IAF/I |
| **OTHER** | Able and willing to work on own initiative whilst being part of a teamMust be willing to work in a developing and pressured environment in order to meet the needs of the school | AF/IAF/I |
| **CONTRA INDICATION** | Criminal convictions involving offences against childrenUnsatisfactory DBS checkIneligibility to work in the UK | AF/IAF/IAF/I |

**ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE CITY COUNCIL’S**

**EQUAL OPPORTUNITIES POLICY**