**Post title: Specialist Learning Support Assistant**

**Hours: 20.75 hours per week part-time, Term-Time Only (38 weeks)**

**Salary Scale: Hay Grade 7**

**Responsible to: Class Teacher**

**Job Description**

**Purpose of Role:**

We are looking to recruit Specialist Learning Support Assistants to work with students at St George’s Studio School and within the community, with High Needs/SEND.

**Main duties:**

* To lead in the support of individuals with complex SEMH needs within the studio school.
* To support other staff to increase their knowledge and understanding of individual needs.
* To implement specific programs and respond positively to students who need additional support, and record outcomes.
* To provide 1:1 and small group mentoring as required.
* To support department management with the planning and delivery of activities related to your area of specialism.
* To support on transition arrangements for learners and undertake duties of a Learning Support Assistant as required.
* To complete a range of internal/external specialist training.

**About you**

* Experience of working with students who have High Needs/SEND in a specialist area, such as SEMH, Medical, Autism, and complex challenging behaviour.
* Be able to demonstrate a high level of personal resilience.
* A positive working attitude towards and acknowledging that challenging behaviour is a communication.
* A positive ethos to support complex learners to communicate in a positive way.
* Up to date knowledge and understanding of current safeguarding legislation in relation to SEND/complex learners.

**About Us**

In the community of St George’s School everyone is considered as an individual and is valued equally. Everyone is made to feel welcome and has a voice.

Our school is a safe place to achieve, have fun and to develop skills towards individual, informed paths as we leave school and move forward in life. We learn to make choices for now and the future and to become as independent and self-sufficient as possible taking our place in society as part of Modern Britain.

We do our personal best and celebrate our achievements however large or small. As a team we experience the world and work towards achieving our goals and dreams and being the best we can be.

**Generic quality statement: The Isle of Wight Council** expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

**Safeguarding** - The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices.

**Diversity and Equality** - All employees are expected to treat others with dignity and respect.

**Health and Safety** - The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

**Data Protection and ICT Security** – All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

*This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.*

Signed……………………………………………………………………………..Date……………………………………….

Name……………………………………………………………………………….

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| --- | --- | --- | --- |
| **E** | **= ESSENTIAL** | **SOURCE OF EVIDENCE - APPLICATION =** | **A** |
| **D** | **= DESIRABLE** | **TEST =**  **INTERVIEW =** | **T**  **I** |
|  | **1. EXPERIENCE, direct work experience, other relevant experience. W =** | |  |
| **E** | Relevant experience of working with students who have High Needs/SEND in a specialist area, such as SEMH, Autism and complex challenging behaviour. | | **A/I** |
| **E** | Clerical / administrative duties. | | **A/I** |
|  |  | | **A/I** |
|  | **2. KNOWLEDGE, without which the job cannot be done effectively. W =** | |  |
| **E** | Policies and practices of schools. | | **A/I/T** |
| **E** | Some understanding of National Curriculum / EYFS. | | **A/I/T** |
| **E** | Understanding of the area of safeguarding within schools and own role within that area, holding safeguarding at the centre of their practice. | | **A/I** |
| **E** | Basic understanding of child development. | | **A/I** |
|  |  | |  |
|  | **3. SKILLS & ABILITIES, Essential/Capable of doing, Desirable/Able to train. W =** | |  |
| **E** | Basic ICT skills. | | **A/I** |
| **E** | Good communication skills – able to adapt them appropriately including using Makaton. | | **A/I** |
| **E** | Understanding of positive behaviour management strategies and willingness to undertake PROACT SCIP UK® training and refreshers as required. | | **A/I** |
|  |  | | **A/I** |
|  | **4. QUALIFICATIONS, TRAINING & EDUCATION, also identify training to be given. W =** | |  |
| **E** | English and Maths GCSE or equivalent. | | **A/I** |
| **D** | First Aid certificate or equivalent. | | **A/I** |
| **D** | May require relevant certifications including evidence of fluency in English Language | | **A/I** |
|  |  | |  |
|  | **5. PERSONALITY, SOCIAL SKILLS, Relationships, thinking style, disposition.**  **W =** | |  |
| **E** | Good relationship with pupils – acting as a role model. | | **A/I** |
| **E** | Good team player. | | **A/I** |
| **E** | Ability to mentor colleagues as need arises | | **A/I** |
| **E** | Flexibility e.g. being prepared to work / cover in any area of the school as required. | | **A/I** |
| **E** | Be able to demonstrate a high level of personal resilience | | **A/I** |
|  |  | |  |
|  | **6. OTHER FACTORS, Physical, Mobility, Availability, Conditions, etc. W =** | | **A/I** |
|  |  | |  |
|  | **CONTRA INDICATIONS, if any W =** | |  |
|  |  | | **A/I** |