



<b>Job title:</b>	Learning Support Assistant <i>(Area Resource Centre, specialising in a designated category of SEND)</i>
<b>Grade:</b>	D
<b>Responsible to:</b>	Assistant Headteacher Inclusion (SENDCo)
<b>Direct supervisory responsibility:</b>	None
<b>Important Functional Relationships:</b>	Teachers, students, support staff, parents/carers, external agencies

### **Main purpose of the job**

To provide additional, targeted support and provision and specialist, individualised support and provision to students addressing a designated category of special educational needs and disabilities, as directed by the Assistant Headteacher Inclusion (SENDCo). To support the progress and learning of students in the Additional Needs Faculty.

### **Duties and responsibilities:**

1. To be aware of, and work in accordance with the school's safeguarding policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
2. To support teachers in delivering in-class support plans for students in the Additional Needs Faculty.
3. To meet teachers and Additional Needs Faculty staff on a regular basis to review the provision of support for students with a designated category of SEND, discuss any updates in the curriculum/teaching activities, consider the progress of individual pupils (including identification of any special support) and to discuss any concerns relating to standards of support.
4. To deliver learning and to support individuals or groups to meet curriculum or personal targets. To implement lesson plans and learning activities, as directed by the ARC Lead Teacher and Assistant Headteacher Inclusion (SENDCo). To support teachers and other staff in making progress towards the department and school improvement plans.
5. To establish supportive relationships with students and to promote acceptance and inclusion for all students. To promote SEND awareness within school and the local community, and to assist other staff in tackling any instances of intolerance or prejudice against students with SEND.
6. To help develop students' social integration skills for learning development within the school setting and to promote and reinforce students' self-esteem.
7. To prepare, use, and maintain teaching and learning resources, including wall displays and tidying up classrooms or learning spaces after activities. To monitor, maintain, order, and arrange supplies of classroom materials.
8. To administer minor first aid (as trained), assist in the dispensing of medically prescribed controlled drugs (as trained and as per the approved procedure) and to assist with the personal hygiene (including incontinent students) and physical needs of students with regard to health, safety and wellbeing as required.

9. To assist with lunch and break time supervision of students on a rota basis in accordance with the School's Policy for Playground Supervision.
10. To assess, monitor and record students' health, behaviour, and general well-being. To provide detailed feedback of any information (including concerns) regarding the well-being and educational needs of students to teachers, Heads of Year, safeguarding team or Assistant Headteacher Inclusion (SENDCo) as appropriate. To attend and provide reports for meetings or reviews for students, with staff, parents/carers, and/or external agencies, as required.
11. To liaise with and maintain communication with external agencies, ensuring relevant staff and parents/carers are updated with the advice and guidance provided. To contribute to and provide reports for making or monitoring referrals to external agencies, attending meetings or reviews as required, and maintaining records of actions and outcomes for individual students, sharing information with staff and parents/carers as needed.
12. To support teachers in meeting the needs of students with a designated category of SEND. To support teachers and heads of department in the management of students with challenging behaviour so as to prevent harm and disruption to the student or others, within the limits of the post-holder's training and school policies and procedures.
13. To communicate efficiently and effectively all information, reports, records, etc., as required, to ensure the effective running of the department and school.
14. To participate in department meetings, staff meetings, INSET, and other professional development opportunities as required, taking responsibility for self-development and appraisal/performance management in accordance with SMART performance management policy. To be responsible for maintaining own knowledge and understanding of subject/curriculum areas, and the designated category of SEND.
15. To supervise students on educational visits and outings alongside teachers and other support staff.
16. To remain aware of and work within all relevant school working practices, policies and procedures. To maintain confidentiality of information acquired in the course of undertaking duties, especially information relating to students or staff.
17. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, and GDPR).
18. To carry out administrative tasks associated with all of the above duties, and to maintain high quality records of work, as directed by teachers or the Assistant Headteacher Inclusion (SENDCo).
19. To undertake other duties appropriate to the grading of the post as required.

Prepared by: **SMART HR OFFICER**

Date: March 2020

## **PERSON SPECIFICATION**

**Job Title:** Learning Support Assistant – *Specialising in designated category of SEND*

**Date:** March 2020

<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW IDENTIFIED</b>
<b><u>Relevant Experience</u></b>	Experience of working with children within a classroom environment or young people in a disability related setting.	Specialism in specific areas of the curriculum and/or key stages.	Application form.  Interview.
<b><u>Education &amp; Training</u></b>	GCSE English and Maths at Level 4 or above, or equivalent qualification.  Level 3 qualification, or equivalent.	Evidence of professional development, training, or qualifications, relating to child development or education.	Application form.  Interview.
<b><u>Special Knowledge &amp; Skills</u></b>	Good organisational, communication, and ICT skills.	Knowledge of a particular area of the curriculum or special educational needs.  Knowledge of a range of issues relevant to education and child development.	Application form.  Interview.
<b><u>Any Additional Factors</u></b>	Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.  Able to prioritise between different demands, to work to deadlines, and to self-motivate.  Friendly, tolerant, positive, and patient attitude, willing to celebrate diversity.  An interest in learning and education.  Team-working and problem-solving approach.	An interest in developing own practice as an education professional.	Application form.  Interview.