



## Job Description

# Special Educational Needs and Disabilities (SEND) Learning Support Assistant

**Department:** Teaching / Support Staff

**Line Manager:** Mrs Debra Adams (Deputy Head)

**Working Hours:** 8.45am - 3.30pm Mon-Fri

### Position Requirements:

**Education:** GCSEs / A Levels or High School Equivalent. Desirable education includes: Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)

**Experience:** Experience of working with children is highly desirable.

**Competencies:** A hard working professional with a genuine interest in working with and supporting children. Patience and sensitivity to the learning needs of all the pupils at the Priory are essential competencies. All Learning Support Assistants (LSAs) will show a commitment to confidentiality and professional integrity at all times and will work hard to ensure the health and safety of the pupils throughout the school day.

### Core Requirement of the Role:

- Work individually with a pupil with SEN and behavioural needs so they can access the curriculum, experience a sense of achievement with their learning and behaviour and be reintegrated back into the classroom environment
- Work with the class teacher(s) to raise the learning and attainment of pupils
- Improve pupil's behaviour, self-esteem and social inclusion

### Key Relationships:

This role will require establishing and maintaining robust professional relationships with the teaching staff, but is ultimately responsible to the school's senior leaders. Additional relationships include (but is not limited to) the pupils and their parents / carers.



## Key Responsibilities:

### Teaching

- Work closely with the class teacher(s) to support the learning of the pupil both in 1:1 and class support settings
- Promote, support and facilitate inclusion by encouraging increasing participation of the pupil in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Maintaining good order and discipline with an individual pupil, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To act as cover for a teacher when required under the indirect supervision of the school's senior leadership and operating in a supportive, rather than teaching capacity.

### Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school



## Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after an individual pupil following the school health and safety policy, including possible physical intervention

## Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's performance management and appraisal procedures

## Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Promote equality, respect individual differences and cultural diversity

## Other areas of responsibility

- Support with the break and lunchtime supervision of the children, ensuring their health and safety as well as maintaining the school's standards of behaviour.

*This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character*

## Line Management Process:

This role will be line managed by the school's Deputy Headteacher, who will review the position on an annual basis and adapt the key responsibilities as required. As part of the line management process, this role is entitled to three performance management meetings throughout the academic year. The first will establish objectives / targets for personal and professional development / growth to be achieved throughout the year. The second meeting will review and update these aims; and the final meeting will conclude the overall success of the targets and

provide a full review of the colleague's performance throughout the year. The appraisal process includes a review of workload and wellbeing.

In conjunction with the performance management process and the professional development targets that are established, training, coaching, guidance and professional support may be offered. The colleague who takes on this role is expected to embrace the support offered and fully engage with the line management process.

### Person Specification:

Criteria	Qualities
<b>Qualifications and experience</b>	<p>Essential / Highly Desirable:</p> <ul style="list-style-type: none"> <li>● Experience of working with children</li> <li>● GCSEs / A Level or High School Equivalents</li> </ul> <p>Desirable:</p> <ul style="list-style-type: none"> <li>● Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</li> <li>● Training in physical intervention (through Team Teach or similar provider)</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>● Good literacy and numeracy skills</li> <li>● Good organisational skills</li> <li>● Ability to build effective working relationships with pupils and adults</li> <li>● Skills and expertise in understanding the needs of all pupils</li> <li>● Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>● Excellent verbal communication skills</li> <li>● Active listening skills</li> <li>● The ability to remain calm in stressful situations</li> <li>● Knowledge of guidance and requirements around safeguarding children</li> <li>● Good ICT skills, particularly using ICT to support learning</li> <li>● Understanding of roles and responsibilities within the classroom and whole school context</li> <li>● Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"><li>● Enjoyment of working with children</li><li>● Sensitivity and understanding, to help build good relationships with pupils</li><li>● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>● Commitment to maintaining confidentiality at all times</li><li>● Commitment to safeguarding pupil's wellbeing and equality</li><li>● A genuine, caring and positive professional who fits the general community ethos of the school.</li></ul>
---------------------------	---

**Notes:**

This job description may be amended at any time in consultation with the postholder.

Signed ..... Date .....  
(post holder)

Signed ..... Date .....  
(Deputy Headteacher)