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| **SEN LSA – level 2****West Drayton Academy** |
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| **Job Description** |
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| **Reporting to** | SENCo, Assistant SENCo |
| **Grade** | Grade 3 |
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| **Job Purpose** |
| Assist the class teachers and Inclusion Team in providing a secure, caring environment in which each child can find new, stimulating opportunities to develop his/her potential – emotionally, socially, physically and intellectually.Contribute towards the support of named pupils with a Statement of Educational need or an Education and Health Care Plan. Address the needs of children to overcome barriers to learning, both inside and outside the classroom, in order to achieve their full potential and enable the school to raise standards of achievement and maintain outstanding standards of behaviour. |
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| **Key Accountabilities** |
| The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.**Main Duties and Responsibilities****Supporting the pupil*** Make a firm, reliable and consistent relationship with children to enable them to settle within the school community.
* Promote awareness and respect for self, others and property, encouraging appropriate behaviour.
* Use appropriate strategies to support the pupil’s learning and language development
* Use praise, constructive feedback to maintain pupils’ interest in the learning activities
* Foster awareness and respect for each child regardless of religion, culture, gender or ability.
* Interact with children, through conversation and play, to extend their understanding of the world.
* Interact with parents or guardians, ensuring exemplary communication between school and home
* Plan, deliver, monitor and evaluate interventions that address children’s difficulties and promote pupil progress e.g. speech and language, literacy or maths
* Liaise with the Speech and Language Therapist, SENCo, Director of Inclusion and other agencies and ensure that agreed actions are carried out
* Have knowledge of up-to-date information about the pupil’s development and use this knowledge in providing appropriate support for the pupil
* Attend review meetings and ensure that Keep accurate records of children’s progress towards targets
* Use language and vocabulary which is appropriate to the pupils’ age, level of understanding and stage of development
* To work to increase self-esteem and self-confidence of pupils to improve their motivation to learn and to improve their personal and social skills.
* To have knowledge and appreciation of the range of activities that could be drawn upon to provide extra support to engage pupils who have special educational needs.
* Be able to manage children in a variety of situations in a calm, reliable manner

**Supporting the teacher*** Maintain a good working relationship with the class teacher, being able to report all aspects of children’s development, planning, record keeping, assessment, curriculum matters and development of the class.
* Undertake all necessary tasks to keep the classroom clean, tidy, safe and efficiently organised for daily use.
* Provide feedback to the teacher on pupil’s participation and progress in relation to the learning activities
* Agree with the teacher how you will support the teaching and learning activities, including how to prepare the pupil for the activities and reinforce learning that has taken place
* Be in school with sufficient time for preparing the room and liaising with the teacher to discuss planning and confirm with the teacher your understanding of the daily teaching and learning objectives where appropriate
* Respond to any reasonable request made by the class teacher, Assistant Head teacher (Inclusion) or head teacher or his representative.
* Keep the class teacher informed of relevant information received from parents/carers.
* Organise and supervise such activities, both indoors and outdoors, which encourage the growth and development of the whole child.

**Supporting the School*** Develop and maintain a good relationship with parents, encourage parental partnership and good home/school links.
* Support the ethos of the school.
* Share in the corporate responsibility for the well-being and discipline of all pupils.
* Be aware of whole-school policies.
* To supervise and interact with children at lunch time
* Set high standards of dress and language.
* Support the management of shared areas within the school, e.g. helping to keep them clear and tidy, at the direction of the Principal or senior members of staff.
* Assist in any part of the school at the direction of the Principal or his/her representative.
* To be aware of the importance of being a team player and working collaboratively.
* To undertake specific training as and when required.
* To be aware of the school’s policy on child protection.
* To attend meetings with other assistants
* To have some familiarity with the curriculum for foundation stage and the national curriculum.
* To be aware of the code of practice for children with special educational needs.
* Accompany teachers and pupils on out of class learning activities, eg. Trips
* To use basic IT skills to communicate and record information

**Supporting the curriculum*** Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, early years, as directed by the SENCo, Assistant SENCo or Class Teacher.
* Support pupils in using basic ICT as directed.
* Prepare and maintain equipment/resources and assist pupils in their use.
* Knowledge of the curriculum plans and learning programmes developed by the teachers with whom you work when supporting EMA, SEN and PSE pupils

**General*** Maintain confidentiality in and outside the workplace;
* Support the implementation of academy policies;
* Promote the inclusion and acceptance of all pupils;
* Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
* Attend and participate in meetings and training opportunities;
* Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation. |
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| **Confidentiality** |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.  |
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| **Data Protection** |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018. |
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| **Safeguarding** |
| In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled “Keeping Children Safe in Education”, it is the individual’s responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post. |

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| **Person Specification** |
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| **Criteria** | **Essential** | **Desirable** |
| **Experience & Qualifications** | * Good standard of English and Maths
* Experience of working with young people
 | * GCSE passes in English and Maths – grade C or above
* Relevant LSA qualification
* Good standard of ICT
* Experience of working in a school
* Experience of working with children with Special Educational Needs
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| **Skills & Knowledge** | * Good communication skills
* Able to build and maintain good relationships with children and staff.
* Able to support the growth and development of children in different settings
* Ability to relate well to children.
* Ability to contribute to the assessment of pupils’ progress and the setting of appropriate targets.
* Ability to motivate pupils.
* Ability to maintain confidentiality.
* A willingness to participate in in-service training and professional development.
* Ability to work effectively with teaching staff, senior managers and external agencies.
 | * Understanding of child development and positive behaviour management techniques
* Understanding of techniques appropriate for supporting children with special educational needs
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| **Personal Qualities** | * Able to prioritise and react appropriately to events and situations
* Able to complete tasks with minimum of supervision
* Willing to learn new skills
* Committed to looking after the welfare of the children.
* Able to work constructively as part of a team, understanding classroom roles
* To be interested in children as individuals, in how they learn and be committed to the needs of all
* Ability to work independently
* Energetic and enthusiastic with a positive outlook
* Punctuality
 | * To have a good knowledge of the local area
* To have links with the local community
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