**JOB DESCRIPTION**

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| POSITION: SEND Learning and Support Assistant **GRADE: Scale 4-5, points 8-15 (depending on experience)**SCHOOL: Highbury Fields School **RESPONSIBLE TO: Head of Inclusion at Highbury Fields School****RESPONSIBLE FOR: SEND student** **Contract: Fixed term – dependent on student remaining at** **school.****32.5 hours per week: 8.35-3.35pm with 30 minutes lunch break** **There may be possibilities of overtime for after school activities as well.** |
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### PURPOSE OF THE POST

The purpose of the post is to support a new year 9 student with a hearing impediment. The SEND Learning and Support Assistant will aid her movement around the school building throughout the school day and in the event of a fire evacuation. The SEND Learning and Support Assistant will support her with her learning needs to ensure she accesses her learning. They will also provide general support to the teacher in the management of students and the classroom both within and outside the main teaching area.

**ROLES AND RESPONSIBILITIES**

**Specific role relating to SEND student**

1. To assist a student with a hearing impediment in lessons and around the school.
2. To help a student manage her school items throughout the day.
3. To support a student with evacuation in the event of a fire alarm.
4. To work closely with other professionals as required.
5. To supervise using the lift if required.
6. To support a student in the classroom and around school allow them to access all activities
7. Supervision duties during break and lunch as required.
8. To attend regular CPD and school training sessions.

**Other general teaching assistant roles**

1. Support for pupils
	1. Promote the inclusion of all pupils
	2. Supervise and support pupils with their learning
	3. assist with the development and implementation of support and interventions
	4. promote the inclusion of all pupils
	5. encourage pupils to engage in the activities led by teachers and interact with others
	6. set challenging and demanding expectations, promote self-esteem and independence
	7. provide feedback to pupils, ensuring constructive relationships
2. Support for the teacher
	1. assist with the planning of learning activities and use strategies in partnership with the subject teacher to support pupils
	2. monitor pupils’ responses and record progress as directed
	3. promote good pupil behaviour, dealing promptly with conflict in line with school policy
	4. establish constructive relationship with parents/carers
	5. administer routine tests, invigilate exams and undertake marking simple of tests e.g. multiple choice tests
	6. provide administrative support
3. Support the curriculum by
	1. undertaking structured teaching activities
	2. support the use of ICT in learning activities
	3. prepare, maintain and use resources required to support target pupils
4. Support for the school by
	1. complying with school policies and contributing to aims of the school
	2. attending and participating in relevant meetings as required
	3. participating in training and performance management
	4. assist with the supervision of pupils in and out of lessons and accompanying staff on visits
	5. act as a first aider and fire warden
	6. ensure that all pupils have access to the curriculum
5. Any other reasonable duties commensurate with this level of post.

***Fundamental to fulfilling the responsibilities of this post is the ability to respond flexibly, positively and successfully to the ever-changing pressures, which schools face. This job description is a guide to the level and range of responsibilities, which the postholder will initially be expected to undertake. It is neither exhaustive nor inclusive and will be changed from time to time, so as to meet the changing circumstances and demands. It will not form part of the post-holder’s contract of employment.***

**PERSON SPECIFICATION**

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| **EDUCATION AND EXPERIENCE** | **ESSENTIAL/DESIRABLE** |
| * Educated to at least A-level or Level 3 BTEC or other relevant qualification at this level.
 | Essential |
| * At least three years relevant Teaching Assistant work and/or teaching/school -based experience.
 | Desirable |
| * Good maths and English grade at GCSE level
 | Essential |

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| **KNOWLEDGE, SKILLS AND ABILITY** | **ESSENTIAL/DESIRABLE** |
| * Understanding of the role of a SEND Learning and Support Assistant
 | Desirable |
| * To work effectively in a student centred way to fulfil the duties on the job description
 | Essential |
| * Understanding of classroom roles and responsibilities
 | Essential |
| * General understanding of national curriculum and basic learning programmes
 | Desirable |
| * Ability to self evaluate learning needs
 | Desirable |
| * Ability to work intensively with individual pupils and their families to bring about positive change in their lives.
 | Essential |
| * Be trained (or willing to be trained) and be physically fit enough to assist a disabled student evacuate on using an evacuation chair, without the aid of other staff.
 | Essential |
| * An understanding of the process of education, what teachers and other staff do and the roles and responsibilities of pupils and parents.
 | Essential |
| * High levels of personal self-motivation and drive.
 | Essential |
| * Collaborate well within a team.
 | Essential |
| * High quality verbal and written communication skills,
 | Essential |
| * Excellent ability to learn new specialist software to support a SEND student
 | Essential |
| * Excellent ability to use information technology systems, such as Microsoft Office Suite, for word processing, data entry and analysis.
 | Essential |
| * Able to form and maintain appropriate professional relationships and boundaries with children and young people.
 | Essential |
| * Experience using SIMS and willing to undertake further SIMS training.
 | Desirable |
| * Commitment to young people.
 | Essential |
| * Reliability and punctuality.
 | Essential |
| * Awareness of issues relating to safeguarding children.
 | Essential |
| * Good interpersonal skills.
 | Essential |
| * Confidentiality, integrity and honesty.
 | Essential |
| * First Aid at Work/prepared to take First Aid at Work training
 | Essential |
| * Willing to be a fire warden.
 | Essential |
| * Able to work with accuracy under pressure and multi-task in an environment where work priorities often change at short notice. To be able to respond flexibly to changing demands in a calm manner.
 | Essential |
| * The person will require an enhanced DBS disclosure check
 | Essential |