

SHAVINGTON ACADEMY
Rope Lane, Shavington, Cheshire CW2 5DH

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Headteacher: Mrs Emma Casewell



Applications are invited for the permanent post of

SEND LEARNING PRACTITIONER

Salary Range: £26,367 - £28,759

37 hours per week, 39 weeks per year

Required for our new SEN Resource Provision, Trustees and Governors are looking to appoint a Send Learning Practitioner with an ASD specialism, to provide a higher level of support for teaching and learning, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.

The post will have a particular focus on supporting pupils with autism spectrum disorder (ASD) and the staff working with them in the classroom and other settings within the resource provision and Academy.

Overall Purpose of Post

Undertake a specialist role using appropriate multi-sensory learning strategies, resources and specialist equipment to meet the learning objectives of lessons, differentiating tasks as appropriate for individuals or groups of children with varied abilities and special needs. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.

Support pupils consistently whilst recognising and responding to their individual needs, establishing productive working relationships with them, and acting as a role model, setting high standards and expectations.

Manage the behaviour of whole classes of pupils whilst they are undertaking their work to ensure a constructive environment and pre-empt/deal with situations arising in accordance with Academy policies and procedures.

Evaluate pupils' responses throughout learning activities, determine what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding.

Analyse, monitor and track individual pupil progress through a range of assessment and monitoring techniques; deliver pupil learning boost sessions for identified and specific areas of weakness; provide accurate assessments and reports on development to inform the class teacher's decisions regarding Individual Education and Behaviour Plans for pupils. Provide feedback to pupils in relation to progress and achievement.

Promote the inclusion and acceptance of all pupils within the classroom, encouraging them to interact and work co-operatively with others and engage in all activities, whilst also promoting independence and employing strategies to recognise and reward achievement of self-reliance.

Use behaviour management strategies, in line with the Academy's policy and procedures, which contribute to a purposeful learning environment. Ensure that pupil's health and safety is maintained, including supervised use of subject specific tools, equipment and learning materials. Promote positive values, attitudes and good pupil behaviour, dealing promptly with any conflicts and incidents in line with the Academy's policy and procedures, encouraging pupils to take responsibility for their own behaviour.

Within a framework prescribed by the Academy, prepare, plan and implement individual, group, and some whole class learning activities and intervention programmes, working alongside and in conjunction with professional teaching staff.

Main Responsibilities

Support for the Teacher

- Liaise with other professional staff, parents and outside agencies to ensure effective communication concerning the maintenance of pupil's wellbeing
- Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use and displays and classroom layout in consultation with the teacher
- Assist in the educational and social development of key students under the direction and guidance of the Headteacher, SENCO and class tutors
- Attend staff and other meetings +and participate in staff training development work, and staff reviews as required
- Access, maintain and update a range of pupil and school records to facilitate assessment of pupils' progress, contributing to reviews of systems/records as requested
- Undertake the marking/assessment of pupils' work and accurately record achievement/progress
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Work with the teacher to establish an appropriate learning environment
- Administer and assess routine assessments
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

General Duties

- Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals both internally and externally
- Attend and participate in relevant meetings as required
- Participate in training and other professional learning opportunities as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at break, lunchtime, if required and in agreement with line manager
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, to support achievement and progress of pupils
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- Work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Improve own practice, including through observation, evaluation and discussion with colleagues
- Attend team meetings on a regular cycle as agreed within the school calendar
- Attend parents evenings, whole school events, revision classes and staff professional development as appropriate, these hours will be negotiated as part of additional working time
- Be willing to undertake first aid training

Person Specification

Qualifications

- Have obtained an HLTA Qualification
- At least intermediate level Qualifications, such as GCSE A*- C in Mathematics and English, or NVQ Level 2 and willingness to work towards Advanced or Level 3
- High level of academic literacy

Experience

- Ability and experience of three years or more working in a school setting, preferably at secondary level with autistic pupils
- Experience of working with pupils who are working significantly below age expectations
- Experience of leading interventions and supervising pupils within a mainstream class, in a small group and on an individual basis
- Experience of developing and sharing strategies to meet a specific area of additional need
- Experience of planning, developing and reviewing support to meet the needs of individual students
- Experience of monitoring, recording and reviewing pupil progress

Professional Knowledge and Understanding

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of the national curriculum and other relevant learning programmes
- Awareness of pupils' diverse needs, backgrounds and aptitudes
- Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning

Skills, Abilities and Personal Qualities

- Ability to interpret pupil data to plan lessons which address the needs of the pupils
- Excellent numeracy/literacy skills
- Ability to plan effective actions for pupils at risk of underachieving
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Good communication skills orally and in writing
- Excellent organisational skills and ability to meet deadlines
- Ability to work sensitively in partnership with adult colleagues
- Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these
- Ability to use non-confrontational strategies with pupils
- Desire to undertake further professional learning relating to inclusion
- Committed to continually improving performance of self and team
- Ability to produce and adapt learning materials using ICT
- Good presentation skills
- Able to work creatively, flexibly, with enthusiasm and with initiative
- Resilience and determination when faced with difficult tasks
- Commitment to the protection and safeguarding of children and young people

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.

**Shavington Academy is committed to safeguarding and promoting the welfare of all our pupils
and expects all employees and volunteers to share this commitment
All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training**

Informal inquiries prior to application should be made to rchell@shavington.academy

**Closing date: Friday 7th February 2025 @ 12 noon
Interview Date week commencing: 10th February 2025**

To apply for this post, please complete an application form and provide a supporting statement of no more than two sides of A4 on your suitability for the post to Mrs E J Casewell, Headteacher.

Application packs are available from the Academy website: www.shavington.academy
or by emailing: recruitment@shavington.academy

Please note that only fully completed Academy applications forms will be considered