

JOB DESCRIPTION

| | |
|-------------------------------------|--|
| ROLE TITLE | Specialist LSA (Hub) |
| CONTRACTED HOURS | 37.5 |
| LOCATION | Langer Primary Academy – Bramford Lane |
| GRADE / SCALE POINT – SALARY | 2, 3-4 |
| REPORTING TO | Lead Teacher |

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

To support students within the complex needs hub to raise their level of educational attainment. Support with personal care, encourage communication and support the development of social skills. To work with the class teacher to develop and deliver high quality, personalised learning.

KEY TASKS & RESPONSIBILITIES

Support for Students:

Under the teacher's or SENDCO's direction:

1. Use a wide range of opportunities to develop students' language, literacy, numeracy and related skills;
2. Use specialism / expertise to support specific students as directed by class teacher;
3. Work with students, either one-to-one or in small groups, all of whom have identified Special Educational Needs and an EHCP;
4. Provide feedback in written and verbal form, as appropriate, maintaining basic records;
5. Clarify and explain instructions;
6. Motivate and encourage student access learning and social tasks;
7. Help students to concentrate on and finish work set, whilst encouraging independence;
8. Develop methods of promoting / reinforcing students' self-esteem;
9. Support students with aspects of behaviour, making appropriate and flexible use of the learning space and environment;
10. As needed, look after sick/upset students;
11. Support learning and development by accompanying and working with students outside the classroom on trips, visits and other activities under the direction of the Lead teachers.

Support for Teachers

1. Liaise with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for students;
2. Maintain a purposeful, orderly and supportive environment for learning;
3. Assist the subject teacher in supporting students, enabling access to the curriculum;
4. Assist the subject teacher in preparation of resources and displays;
5. Support and assist the class teachers in maintaining good order and discipline in the classroom and around the school, by actively engaging with students to positively promote and enforce the school's Expectations for Learning policy;
6. Observe student learning and support this learning in the light of observations;
7. Monitor students' performance, providing regular feedback to the teacher;
8. Act on the teacher's assessments to carry out further support work with student;
9. Maintain records of student needs and progress and provide records for student reviews;
10. Assist teaching staff to ensure that aims and objectives of the school are achieved.
11. Supervise students around the school site and premises as required as part of the school's agreed duty rota.

Team Working and Personal Professional Development

1. Attend and participate in team meetings (after school as required)
2. Keep up-to-date with school policies and procedures;
3. Liaise, advise and consult with other members of the staff team, supporting students when asked to do so;
4. Attend relevant in-service training;
5. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
6. Attend and contribute to SEND and appropriate review meetings, if required by the SENDCO, disseminate information to other Teaching Assistants;
7. Support implementation of Government initiatives under the direction of line manager.

Health, Safety and Wellbeing

1. Follow Health and Safety procedures at all times, particularly with regard to student safety and that of staff colleagues;
2. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
3. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

| CRITERIA | ESSENTIAL | DESIRABLE |
|--------------------------------|---|--|
| KNOWLEDGE | | |
| Technical or Specialist | <ul style="list-style-type: none"> • Experience of working with students with SEND in small groups or 1:1. • Recognised competency in literacy and numeracy (GCSE equivalent) • Experience of delivering speech and language therapy activities. • Experience of deescalating behaviour. • Experience of supporting social skills. | <ul style="list-style-type: none"> • Broad awareness • And understanding of medical conditions such as asthma and epilepsy. • Awareness of health and safety procedures. • Evidence of appropriate professional development. |
| Literacy and Numeracy | <ul style="list-style-type: none"> • Ability to read, understand and clarify instructions. • Ability to clearly communicate feedback to staff and students verbally and in writing. • Ability to accurately complete reports, such as incident report forms, feedback forms. | |
| Organisational | <ul style="list-style-type: none"> • Knowledge of school policies and procedures. | <ul style="list-style-type: none"> • Good knowledge and understanding of the school structure. |
| Equipment / Materials | <ul style="list-style-type: none"> • High level, accurate keyboard skills. • Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers | |
| Research | <ul style="list-style-type: none"> • Able to use the internet effectively for routine research | |
| Problem Solving | <ul style="list-style-type: none"> • Ability to resolve a range of day-to-day problems, using own initiative. • Know when it is appropriate to refer upwards | |
| Creative Thinking | <ul style="list-style-type: none"> • Assist teacher in creating a positive learning environment. • Produce support materials that support non-verbal communication and reinforce routines. | |

| | | |
|--|--|--|
| Interpersonal and Communication | <ul style="list-style-type: none"> • Tact and diplomacy is second nature • Articulate with a good grasp of the English language • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team | |
| Manual Skills | <ul style="list-style-type: none"> • Routine manual handling skills | |
| Level of Autonomy | <ul style="list-style-type: none"> • Ability to work with small groups of students or 1:1. • Able to make decisions on when to refer queries/problems onto class teacher.. | <ul style="list-style-type: none"> • Experience of working independently with a degree of responsibility in current/previous role |