



Learn, Laugh and Love

Job Description

Job title: Specialist Learning Support Assistant (SEND Children)

Location: Harehills Primary School

Grade: C1 (point 12 –17)

Hours: TTO, 32.5 hours per week.

Responsible to: SENCO and SEND Provision Lead / Class Teacher

Purpose of the job:

To work under the instruction/direction of SEND Leadership team to enable access to learning for pupils and the delivery of quality learning for pupils with special educational needs.

Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional, and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those with who exhibit challenging behaviour.

To undertake specified work with individuals, and groups within our mainstream and specialist small group provision areas, under the direction and supervision of the teacher or the SEND Provision Manager.

To encourage the participation of pupils in the social and academic processes of the school and enable pupils to become more independent learners.

Main Duties:

1. To supervise and provide personalised support for pupils, ensuring their safety and access to learning activities.
2. Supporting pupils who may have complex medical needs and who may need routine / emergency medical support, training will be provided.
3. Supporting pupils who require additional support with communication, the post holder may also be required to use Makaton / PEC's / communication books, training will be provided as needed.
4. Supporting pupils with speech difficulties under the guidance of a Speech Therapist to support individual pupils with specific needs - in-house training provided.
5. Providing support to pupils who need assistance with personal care, changing nappies etc. for incontinent pupils and assisting pupils to use the toilet if they are unable to use the toilet unaided.
6. Feeding pupils and assisting them with drinking, in-house training given.
7. Supporting pupils who because of their physical needs may need to be lifted and carried, training will be provided.
8. The post holder may also be required to assist pupils with physiotherapy under the guidance of physiotherapist.

9. The post holder may be required to restrain pupils who may harm themselves or others. Some pupils may bite, kick, nip and punch etc. themselves staff and or other pupils. Training will be provided on restraining pupils.
10. To assist with the development and implementation of pupil passports and personal care programmes.
11. To establish constructive relationships with pupils and interact with them according to individual needs.
12. To promote the inclusion and acceptance of all pupils
13. To encourage pupils to interact with others and engage in activities led by other adults.
14. To set challenging and demanding expectations and promote self-esteem and independence.
15. To provide feedback to pupils in relation to progress and achievement under guidance of the teacher or SEND Provision Lead.
16. To create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
17. To use strategies, in liaison with the teacher or SEND Provision Lead, and to support pupils to achieve learning goals.
18. To assist with the planning of learning activities
19. To monitor pupil's responses to learning activities and accurately record achievement/progress as directed.
20. Provide detailed and regular feedback to teachers or SEND Provision Lead and outside agencies on pupil's achievement, progress, problems etc.
21. To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
22. To establish constructive relationships and communication with parents/carers
23. To administer routine tests and undertake routine marking of pupils' work.
24. To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.
25. To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
26. To undertake programmes linked to local and national learning strategies - English, Maths, KS1/2, early years-recording achievement and progress and feeding back to the teacher or SEND Provision Lead.
27. To support the use of ICT in learning activities were appropriate.
28. To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
29. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

30. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
31. To appreciate and support the role of other professionals.
32. To attend and participate in relevant meetings as required.
33. To participate in training and other learning activities and performance development as required.
34. To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime when necessary.
35. To 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 or SEND Provision Lead.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher

PERSON SPECIFICATION

Job Title: Specialist Learning Support Assistant (SEND Children)

Pay Band: C1



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NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate's job performance and aid short listing. You can demonstrate that you meet these criteria through a variety of ways – for shortlisting purposes this is through your application form; if selected your certificates; the interview process and your references will confirm that you meet the specification.

Attributes	Essential	Desirable
<p>Knowledge, Experience and skills: general</p>	<ul style="list-style-type: none"> • Have excellent English and Maths skills (GCSE grade A-C / 4-9, or equivalent). • Have relevant ICT skills to support both teaching and learning and relevant record keeping. • Basic understanding of child development and learning. • Demonstrate expertise and skills in understanding the needs of all pupils – attend to the pupils' personal needs, and implement related programmes, including social, health and medication, physical and hygiene matters. • To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection. 	<ul style="list-style-type: none"> • NVQ level 3 Supporting teaching and learning or equivalent qualification or experience. • Effectively assist with the supervision of and engagement with pupils out of lesson times, including break times and lunch times. • Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with leaders, and accessing relevant professional development to improve personal effectiveness. • Demonstrate a level of subject, curriculum knowledge and apply this effectively in supporting pupils. • Appropriate knowledge of first aid or a willingness to be trained.
<p>Knowledge, Experience and skills: Supporting Learning</p>	<ul style="list-style-type: none"> • Experience of supporting learning in the classroom environment • Experience of working with pupils with additional needs / EHCP level children • Effective track record of promoting equality of provision for SEND children. • Experience of being a 'voice' for SEND children and parents. • Knowledge and experience to plan and deliver interventions to support learning, social and emotional development as well as personal and independence needs. • Ability to plan effective actions for pupils at risk of underachieving. • Working knowledge of national curriculum and other relevant learning programmes. • Communicate effectively and sensitively with children and young people, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs. • Understand their roles and responsibilities with the classroom and whole school context recognising that these may extend beyond a direct support role. 	<ul style="list-style-type: none"> • Demonstrate an informed and efficient approach to teaching and learning by supporting the pupils by implementing related personal programmes. • Promote and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities. • Promote and facilitate increasing independence in all areas, including teaching and learning, social and community skills and self-care skills. • Use planned, effective behaviour management strategies consistently. • Contribute to effective assessment and planning, including gathering evidence and contributing to pupil record keeping as directed by the teacher or SEND Provision Lead. • Maintain a stimulating and safe environment by organising and managing physical teaching space and resources, and ensure the classroom is ready for lessons, as directed, and clear away afterwards and assist with the display of pupils' work, both in the classroom and in the wider school.

Attributes	Essential	Desirable
	<ul style="list-style-type: none"> • Recent training related to learning difficulties and disabilities. 	<ul style="list-style-type: none"> • Makaton or PECs. • Use of ICT to support learning e.g., word banks, predictive software. • Understanding and or experience of Restorative Practice. • Experience of undertaking health and safety and risk assessments including IPRA's.
Personal and Professional Conduct	<ul style="list-style-type: none"> • Demonstrate proper and professional regard for the ethos, policies, and practices of the school. • Demonstrate positive attitudes, values and behaviours which develop and sustain effective relationships within the school community. • To attend all meetings as directed by SENCO or SEND Provision Lead. • Work constructively as part of a team, understanding classroom roles and responsibilities and their role within these. • Have regard for the need to safeguard pupils' well-being. • Uphold values consistent with those required of staff by respecting individual differences and cultural diversity. • Commit to improve their own practice through self-evaluation and awareness. • To effectively engage with the school's performance management system. 	<ul style="list-style-type: none"> • Have regard for the need to safeguard pupils' well-being by following relevant statutory guidance alongside school policies and practice. • Ability to self-evaluate learning needs and actively seek learning opportunities.
Working with others	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents, and carers. • Appreciate and support the role of other professionals and to support the class teacher with their role in this regard. • Share knowledge to inform planning and decision making. • Work collaboratively with classroom teachers and other colleagues 	<ul style="list-style-type: none"> • Recognise and respect the role and contribution of other professionals, parents, and carers by liaising effectively and working in partnership with them and in particular to gather/report information from/to parents as directed. • Communicate their knowledge and understanding of pupils to other staff members, health and social care professionals so that informed decision making can take place at all times

