

Holy Cross Catholic Primary School



JOB DESCRIPTION

Post Title: SEND Learning Support Assistant

Salary Group: Manual

Grade: Band 3

Hours: 30 hours per week

INTRODUCTION

The education, welfare and spiritual development of all pupils is the prime objective of all staff.

As an employee of the school you are expected to follow all National, Borough and School policies, procedures, guidelines; in a manner which reflects the catholic ethos of the school and the principles of the school's Mission Statement.

It is also expected that all employees seek to enhance their skills by ensuring that those skills are regularly updated by attending appropriate training, courses or seminars. All staff requests for training will be received favourably and every effort will be made to accommodate those requests in relation to the School Development Plan

PURPOSE OF POST

To enable pupil specified access to learning by supervising and assisting pupil (one to one and in small groups) across a wide range of activities and supported learning activities. To work with pupils who may have complex needs including behaviour, communication, physical, emotional and personal needs. To promote the development of the physical and mental well-being of pupils. Contribute to the effective organisation of the school with administrative and clerical support as necessary. To support the Catholic ethos of the school.

RESPONSIBILITY to:

Line Manager: Phase Leader/SENCO plus
Class Teacher in relation to work/pupil issues
School Office Manager in relation to Personnel Issues

LIAISON AND CO-OPERATION

The postholder will work in liaison, contact and co-operation with:

- Head Teacher
- all staff members both teaching and associate
- other peripatetic staff;
- members of Borough Health and Advisory services;
- organisations and networks relevant to all aspects of education
- parents, governors and the local community

POLICY AND LEGAL FRAMEWORK

The postholder will work within the framework of:

National Curriculum
National, Borough and School policies and guidelines.

TASKS AND DUTIES

Main duties are listed; others may be required at a similar level and nature

Teaching and Learning Assistance to enable pupil access to learning

Preparing and Maintaining the Classroom to Enable Learning:

- Assist with the planning of learning activities by identifying and preparing resources required to support lesson plans, learning outcomes
- The preparation of materials/equipment (e.g. books, pencils, art supplies, sort games, ICT equipment is available and ready for use) preparing and clearing up activities with the pupils
- Maintaining classroom resources and designated areas.
- Repairing books and apparatus, ensuring any equipment is properly assembled and safe for use
- Arrange classroom /work area to create a positive learning environment.
- Assisting in the preparation of teaching materials (e.g. word processing of lesson sheets, handouts)

Support during classroom activities

- Assisting with reading, word and number games, art and craft activities, science activities to support learning outcomes (e.g. using the teachers planned teaching and learning method e.g. Reinforce either key word or concepts in work with pupils).

- Supporting pupil, assisting in implementing individual education plans designed by teaching staff
- Changing child's nappies and developing toilet training skills.
- Providing unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of pupil's differing levels of development and ability to ensure progression and continuity
- Supervise individual or small group of pupils undertaking a teacher-led learning activity by co-ordinating and explaining basic instructions for the activity, adjusting activities within the scope of the lesson plan and learning outcomes in response to pupils learning.
- Ensure the milestones for achievement are challenging and demanding, reporting ease/difficultly at which pupils undertake tasks
- Assisting pupil achievement by monitoring learning against learning outcomes, informing the teacher of progress v/ problems.
- Keep accurate written records of pupil activity/progress.
- Assist pupils to develop their independence through undertaking tasks
- Support the use of ICT as a tool to enable learning
- Support the development of literacy and numeracy skills of pupils from a wide variety of backgrounds
- Assist pupil using a variety of classroom materials/equipment (non specialist e.g. paints, ICT keyboard level)

Assist with special activities in the school within school hours (e.g. sports days, plays, concerts, open days) accompany on school visits, projects

Any other reasonable request of the Head Teacher / or Class Teacher

Pupil Welfare, promoting the mental and physical welfare of pupils

Managing Pupil Behaviour

- Assisting in the management of pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school
- Helping to avoid arguments and fights, assisting pupils to sort out their disagreements by talking and listening to one another
- Ensure that pupils play and work together positively and cooperatively, with good behaviour
- Supervising and monitoring pupils in the playground, Encouraging pupils to play games initiating and joining in, include other pupils,
- Ensuring pupils are always supervised and safe, discouraging any potentially hazardous activities
- Supervision of pupils at other out of lesson activities

General Pupil Welfare

- Liaising with other professionals e.g. social workers, psychologists, health visitors, family resource workers etc attending meetings as required
- Providing general and basic welfare support and first aid support to a pupils and in particular support for those with special educational needs
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy.
- Maintain a home contact book where applicable.

General School Support

- All activities must be undertaken within the scope of the school policy.
- Monitoring any problems and difficulties reporting these to teaching staff
- Keeping / contributing to records of pupil support in line with school policy

- Keep pupil records (e.g. attendance registers, chasing absence details, compiling lists)
Provide clerical and administrative support, e.g. photocopying, typing, filing, collecting money, gathering pupil reports, stock taking and stationary orders, assist in the school library, update pupil records.

* These will be consistent with the 21 administrative tasks as specified in the workforce remodelling agreement 2003.

- Report pupil and school issues in line with the schools policies for health and safety, child protection procedures, behaviour management policies
- Ensure equal opportunities in learning access for all pupils to learn and develop and to have full involvement in school life
- Work towards overall school goals

Personnel Issues

- You may be required to work additional hours from time to time e.g. courses for which you will be paid and you will be notified in advance.
- As part of the school's Performance Management Policy we have a duty for your training and personal development. Should you wish to apply to attend a course or training session, please inform your Line Manager.
- All employees of the school have a Duty of Care for everyone in the precincts of the school. Any matter relating to injury or sickness is the responsibility of the Qualified First Aiders. It is your duty of care to inform them of any problem but their responsibility to deal with it in an appropriate manner.
- In the event of a pupil disclosing information relating to a Child Protection Issue you must inform the Head Teacher or Deputy immediately. Please note that confidentiality is of the utmost importance in this matter.
- Any hazard should be reported to the Site Supervisor immediately or in his absence either to the School Business Manager or the Head Teacher.
- In the event of you being sick or unable to attend please inform the Deputy Head Teacher / school as early as possible, preferably **before 8.00am**. If possible please indicate when you will be available to return to work. Please notify the School Office Manager the afternoon before the day you intend to return to work.
- On your return to work you must sign a self- certification form or a medical certificate must be produced if illness last more than 7 days. You must report to the SENCO for your return to work meeting.
- Other regulations determine if you are entitled to paid or unpaid leave for non sickness absences please notify the School Office Manager of any circumstances relating to absence.
- It is the Head Teacher's duty to monitor absence/lateness of all staff and there are strict guidelines issued by the L.A./Governing Body regarding this issue.

- Any matter relating to a Personnel issue should be addressed in the first instance to the School Office Manager.

Any matter relating to a work issue- within the class or relating to a pupil- should be addressed in the first instance to your Line Manager: Class Teacher/Phase Leader. Should the issue not be dealt with satisfactory the matter should be addressed to the Deputy Head Teacher/Head Teacher.

NOTES

A. In order to fulfil your role it is essential that you are fully aware of the following documentation:

- National Curriculum
- School Policies & Guidelines
- Mission Statement
- Staff Handbook

B. This document, which has been negotiated between the postholder and Headteacher, 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 has taken place.

Conditions of Service

This post is governed by the National Agreement on Pay and Conditions of Service for Local Government Employees, supplemented by local conditions as appropriate. The post-holder may be required to work outside of normal School hours on occasion, with due notice.

Candidates and employees are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates / Post-holders are required to give full details (including date and nature of offence / conviction / bind-over caution or otherwise) usually on the application form and are expected to disclose such information at the appointment interview.

The Governing Body is committed to safeguarding and promoting the welfare of the children in our care and expect all staff and volunteers to share this commitment.

This post is subject to enhanced DBS clearance, medical clearance and satisfactory references.

**PERSON SPECIFICATION
SEND LEARNING SUPPORT ASSISTANT**

You must demonstrate on your application form that you meet the following **essential** criteria

<p>QUALIFICATIONS AND EXPERIENCE</p>	<p>1. Qualifications GCSE Grade C or above or equivalent in English and Maths - Essential City and Guilds/NVQ or other qualifications relevant to post - Desirable</p> <p>1. Experience a) Experience of working with SEND pupils within a school or other setting in partnership with parents Desirable. b) Experience of using a positive behaviour management system – Desirable c) Experience of developing speech and language - Desirable</p>
<p>DISPOSITION</p>	<p>2. Personal Qualities a) Respect for the views of parents and children and a commitment to the importance of parents in the learning process - Essential b) Commitment to the Catholic ethos of the school - Essential c) A calm and consistent approach dedicated to pupil success - Essential d) Is patient and resilient with a positive nature - Essential</p> <p>3. Commitment to Excellence Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils - Essential</p>
<p>SKILLS, KNOWLEDGE AND ABILITIES</p>	<p>a) Educational and curriculum Matters b) An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual needs of each child - Essential c) Evidence of a good general knowledge and understanding of the National Curriculum – Desirable d) Initiative, flexibility and an understanding of working with pupils with complex needs - Essential e) Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment. f) The ability to positively support a pupil who has complex behaviour, communication, physical and emotional needs. - Essential</p> <p>g) Record Keeping Evidence of some understanding of effective record keeping and its use to promote the educational and personal development of all pupils within the school. To have the ability to keep accurate written record of pupil activity/progress and to maintain a home contact book. Essential</p> <p>h) Behaviour and Ethos Evidence of the ability to maintain effective discipline in a positive context and to promote well-ordered and self disciplined behaviour throughout the school. – Essential Experience of using a positive behaviour management system - Desirable</p> <p>i) Interpersonal Skills. Evidence of good interpersonal skills and the ability to work as a</p>

	<p>member of a team and develop and maintain good relationships with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required. - Essential</p> <p>j) Communications</p> <p>Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues. - Essential</p> <p>k) Health and Safety</p> <p>An understanding of the responsibility of all with regard to the health and safety of pupils in their care. - Essential</p> <p>l) Equal Opportunities</p> <p>Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected, maintained and enhanced and that stereotypes are challenged in a sensitive way. – Essential</p> <p>A commitment to Diversity and Inclusion - Essential</p>
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Candidates should ensure that they address all of the above criteria in their application form referring where appropriate to actual experience. Candidates will be selected entirely on the basis of the extent to which they meet the selection criteria in their application form.