

MOULSHAM HIGH SCHOOL



JOB DESCRIPTION

Title of Post:	Learning Support Assistant - Behavioural + SEMH
Grade/Hours	NPS Band 2, Points 3 to 5
Responsible to:	Pastoral Manager - Inclusion
Liaison with:	All Staff & Students – with a focus for those working in and with our inclusive offer
Job Purpose:	<p>To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures. To provide support to students across the school or for those with severe learning, communication, social, sensory and physical difficulties.</p> <p>There is a core focus within this role on Behaviour for Learning and the removal of Barriers to Learning. Whilst there is planned outreach work to be done in classrooms, a large part of this role will be working with students who are working outside the classroom setting for short periods of time (time may be spent within the inclusion area or isolation area in order to support and help students make progress within their learning or access to learning).</p>
Principal Accountabilities:	Provide particular and skilled support to students with severe learning, communication, social, sensory or physical difficulties.
Duties:	<ul style="list-style-type: none">• Work with individuals or small groups of children under the direction of the Pastoral Manager for Inclusion and teaching staff.• Understand behavioural needs and how these can be demonstrated as a form of communication and provide differentiated support to students individually and within a group.• Understand specific learning needs and styles and provide differentiated support to students individually and within a group.• Implement planned learning activities/teaching programmes as agreed with the teacher and/or Pastoral Manager, adjusting activities according to students' responses as appropriate.• Establish positive relationships with students supported.• Provide feedback to students in relation to attainment and progress under the guidance of the teacher.• Support students with activities which support literacy and numeracy skills.• Support the use of ICT in the classroom and develop students' competence and independence.• Promote the inclusion and acceptance of children within the classroom and wider school, ensuring access to lessons and their content through appropriate clarification, explanation and resources.

- Promote positive student behaviour in line with school policies and help ensure students remain on task.
- Monitor and record student responses and learning achievements, drawing any problems that cannot be resolved easily to the attention of the teacher, Pastoral Manager or relevant professional.
- Liaise with staff and other relevant professionals and provide information about students as appropriate.
- Encourage the inclusion of students in a mainstream setting by using positive behaviour management techniques designed to develop the students' ability to behave appropriately.

General:

- Understand and apply school policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant schools meetings as required.
- Respect confidentiality at all times.

NOTE:

All staff are expected to:

- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
- ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

The Local Governing Committee is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

(May 2021)

PERSON SPECIFICATION

LEARNING SUPPORT ASSISTANT – BEHAVIOURAL AND SEMH

General heading	Subheading	Essential
Qualifications & Experience		Successful experience of working with children in a senior school environment
	Specific qualifications & experience	It is desirable but not essential to have knowledge of working with students from challenging backgrounds (Trauma/Behavioural) G.C.S.E. or equivalent in English and Maths at grade 4+ (C+)
	Knowledge of relevant policies and procedures	Basic understanding of school policies & procedure
	Technology	Knowledge of basic ICT to support learning
	SEMH	Knowledge and training in areas such as ELSA, Thrive, Trauma, Mental Health
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role
	Attendance and Punctuality	A good record of attendance and punctuality.
	Professional Dress	Presenting for work in accordance with the Staff Code of Conduct.