



*As valued individuals we all belong to a respectful, caring, unique community
where together we grow through fun, active learning.*

SEN SUPPORT LSA JOB DESCRIPTION

Title of Post:	SEND Support LSA
Grade:	Band 2 scale point 3-5
Responsible to:	SENCo, Deputy Headteacher, Headteacher.
Purpose of Job:	To support children with SEN & Behaviour needs; including SEMH. Contributing to the class provision map.

Example duties and responsibilities

- Working with individuals or small groups of children under the direction of the Inclusion Manager and Headteacher.
- Establish positive relationships with pupils supported.
- Implement planned learning activities/teaching programmes as agreed with the teacher and SENCo adjusting activities according to pupils' responses as appropriate.
- Support pupils with activities across the curriculum.
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- To implement specific behaviour programmes and strategies to meet the needs of individual pupils.
- Interact with, and support pupils, according to individual needs and skills

- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Supervise and assist pupils in their activities, at play and snack time when directed by the class teacher or SENCo.
- To attend to pupil's personal needs including help with social, personal hygiene, welfare and health matters, including minor first aid
- To administer medicine with the appropriate training and care plan in place.
- Participate in planning and evaluation of learning activities with class teacher, providing feedback to the teacher on pupil progress and behaviour.
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher & Inclusion Manager.
- To support learning by arranging/providing resources for lessons/activities under the direction of the teacher and Inclusion Manager.
- To assist children with physical needs with relevant training on assisted transfers and the use of fixed and permanent hoists.
- Assist with the development and implementation of Person Centred Planning.
- Liaise with other staff and provide information about pupils as appropriate.
- To assist with the display and presentation of pupils' work
- To supervise pupils for limited and specified periods including break-times when the post holder should facilitate games and activities
- To assist with escorting pupils on educational visits
- To understand and apply school policies in relation to health, safety and welfare & Child Protection
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times.
- And any other duties deemed appropriate by the Head Teacher



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PERSON SPECIFICATION LEARNING SUPPORT ASSISTANT

Experience	<ul style="list-style-type: none"> • Recent experience of supporting Children with significant SEMH and behavioural needs / Physical needs & Medical. • Successful recent experience working with infant /early years children – essential. • Working effectively as part of a team. • Experience of working in the special school sector – desirable.
Qualifications	<ul style="list-style-type: none"> • NVQ Level 2 in learning support/early years, NNEB or other equivalent qualification (desirable) • Good general standard of education: GCSE Maths & English or equivalent.
Knowledge & Skills	<ul style="list-style-type: none"> • First Aid Trained (desirable) • Essex Steps • Attachment Aware • Trauma Perceptive Training. • Understanding of child protection policies and procedures • Knowledge of relevant codes of practice and school policies • Knowledge of basic ICT to support learning • Understanding of e – safety & confidentiality
Aptitudes	<ul style="list-style-type: none"> • Work effectively as part of a team and contribute to group thinking, planning etc. • Effective time management • Build rapport with adults and children • To be flexible • Follow instructions accurately • Use own initiative and work independently • Communicate effectively with adults and children, verbally and in writing • Motivate, inspire and have high expectations of pupils • Creative approach to problem solving • Work calmly under pressure • Committed to personal and professional development • Awareness of, and commitment to, equalities issues • Ability to record and assess pupil progress/performance etc.