

JOB DESCRIPTION

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| Title of Post: | SEN Learning Support Assistant |
| Grade | BN2M – Scale point 3-5 |
| Responsible to: | Inclusion Manager, Year Group Leader, Headteacher |
| Job Purpose: | To support children with emotional and social difficulties. To support individual children and groups of SEN children with complex needs including physical and personal care. |
| Principal Accountabilities: | To provide particular and skilled support to a pupil(s) 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 teaching staff. • 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, 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, 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 or relevant professional. • Liaise with staff and other relevant professionals and provide information about students as appropriate. |

General:

- Encourage the inclusion of students in a mainstream setting by using positive behaviour management techniques designed to develop the students' ability to behave appropriately.
- 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.

Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

(May 2019)

PERSON SPECIFICATION

LEARNING SUPPORT ASSISTANT

| General heading | Detail | Examples |
|--|---|--|
| Qualifications & Experience | Specific qualifications & experience | Successful experience working with children in a school environment Educated to NVQ Level 2 in learning support or equivalent qualification/experience GCSE or equivalent in English and Maths at grade A*-C |
| | Knowledge of relevant policies and procedures | Basic understanding of school policies & procedure |
| | Literacy | Excellent reading and writing skills |
| | Numeracy | Good numeracy skills |
| | Technology | Knowledge of basic ICT to support learning |
| Communication | Written | Ability to write basic reports |
| | Verbal | Ability to use clear language to communicate information unambiguously Ability to listen effectively |
| | Languages | Overcome communication barriers with children and adults |
| | 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 |
| | Curriculum | Good understanding of the school curriculum Knowledge of literacy/numeracy strategies |
| | 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 |
| | Line Management | Ability to support the work of volunteers and other learning support assistants in the classroom |
| | 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 |

