



## **ST ANDREW'S C of E VA PRIMARY SCHOOL**

### **1:1 LSA (SEND – Child with an EHCP) JOB DESCRIPTION**

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

**Post:** **1:1 LSA (SEND – Child with an EHCP)**

**Salary:** **Fixed Term Contract** *(Conditional to the child staying at St Andrew's and/or the EHCP continuing. Should either of these conditions change then the post will cease).*

**Responsible to:** **SENCO (*Line Manager*) and Headteacher, Deputy Headteacher, SLT**

**Liaison with:** **All Staff, Pupils, Parents and Governors**

### **Job Purpose**

To work with SLT, teachers, HLTAs and wider support staff as part of a professional team to provide excellent learning support to children in our care and specifically to 1:1 children with and EHCP. 1:1 LSA's will be expected to progress and extend pupils learning during group, 1:1, class as directed by the class teacher/ SLT. This may also include working with and leading learning with your 1:1 child within a group of their peers. 1:1 LSAs are an integral part of the school in promoting the independence, self-esteem and social inclusion of children pupils with EHCP's can access the curriculum, participate in learning and experience a sense of achievement.

1:1 LSA's will be required to work in partnership with class teachers to ensure that their support of children's learning is in line with the national curriculum, codes of practice and school policies and procedures and the child's personalised EHCP and One Plan targets.

*The main duties and responsibilities set out below are based on the Teaching Assistant standards formed by the DfE and published by education unions.*

### **Main duties and responsibilities of the post**

#### **Professional Attributes**

- Have high expectations of children at St Andrew's with a commitment to helping all children to fulfil their potential.
- Establish fair, respectful, trusting, supportive and constructive relationships with children based on a consistent use of St Andrew's vision and values.



- Demonstrate the positive values, attitudes and behaviour they expect from children through modelling St Andrew's vision and values when working with staff, pupils and parents.
- Communicate effectively and sensitively with children, colleagues, parents and carers.
- Recognise and respect the contribution that parents and carers within our St Andrew's community can make to the development and wellbeing of children and young people.
- Demonstrate a commitment to collaborative and cooperative working with colleagues though positively taking up opportunities for CPD and school initiatives.
- Improve their own knowledge and practice including responding to advice and feedback.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Follow the direction of the class teacher or SLT to provide effective learning support within school.

### **Professional Knowledge and Understanding**

- Engage in developing a good understanding of the medical, social, physical and academic needs and diagnosis of children you are working with through liaison with the SENCo and other specialist staff.
- Understand and be sensitive to the key factors and needs that affect children's learning and progress.
- Know how to contribute to effective personalised provision by taking practical account of diversity with our St Andrew's Community.
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy or have acquired the appropriate skills and/or experience required for the role to support the learning across the primary age range.
- Know how to use ICT to support their professional activities – through using laptops, interactive whiteboards and tablets when working in class.
- Demonstrate a good level of subject and curriculum knowledge for across the primary age range (EYFS-Year 6) and apply this effectively in supporting teachers and pupils.
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved, through making full use of teachers planning shared with them.
- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
- Have a sound understanding of the knowledge and skills being taught, so they can adapt and extend learning through effective questioning to challenge pupils at all levels.

### **Pupil Welfare**

- Promote positive behaviour in line with the schools behaviour Policy and including supporting individual behaviour programmes set by SLT, SENCo or special teachers/Educational Psychologists.
- Support children who are sick, ill or distressed



- Assist children with their medical care to take regular treatment or medication, as agreed with their parent/carer and medical care team in line with school policy.
- Provide appropriate welfare support to all children.
- Assisting children with specialist equipment, ensuring it is well maintained and ready for use, following agreed procedures.
- Assisting children with all areas of their personal hygiene including toileting, supporting incontinence needs, and attending to changed, damaged or soiled clothing.
- Assisting children with supervision of feeding programmes (if applicable), including tube feeding after proper instruction from trained professionals.
- Carry out statutory Manual Handling procedures including the use of hoists after appropriate training (if applicable).
- To support children with their PE lessons and physical therapy programmes (if applicable and after appropriate training has been given) including swimming programmes, which may include being in the water.
- Ensuring that the child's work space is stimulating, clean and tidy.
- Helping children change for P.E., swimming or activities.
- Assist with the children's arrival and departure procedures.
- Liaising with other professionals e.g. social workers, psychologist, health visitors, family resource workers etc. and attending meetings as requested by your Teacher or HLTA
- Providing general and basic welfare and first aid support to a child, if trained to and/or nominated to do so.
- Respond to physical and emotional needs of children appropriately making reports in line with school policy.

## Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement pupils you are working with.
- Be aware of the SEND/ AG&T/ PPG children within the class/es you work with regularly and the associated EHCP/One Plans/ One Page Profiles/ timetables and personalised plans for these children.
- !! LSAs may be required to support other 1:1 adults with the personal and intimate care of children not in their class/ year group in the absence of other staff and be required to be 'standby' cover to support 1:1 staff with personal care of children across the school.  
*(Training and support would be provided to all staff before being expected to support children with personal care).*
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Deliver agreed personalised therapies and support to children in line with the targets set out in their EHCP/One plan.
- Monitor learners' responses to activities and modify the approach accordingly when working with groups through effective use of AfL/ Live Marking during the lesson.



- Monitor learners' progress in order to provide focused support and feedback when working in a class or with a group.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
- Contribute to the preparation and adaption of resources suitable for children and young people's interests and abilities.
- Communicate effectively with the class teacher to ensure the teacher is aware of the progress of children working with you at the end of each session.
- Use effective and purposefully calm, positive behaviour management strategies to promote positive behaviour, following St Andrew's 'Vision and Values' and Behaviour Management Policies.

### General Expectations

- Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, recording concerns on the schools electronic safeguarding record and reporting concerns to the Headteacher/ Deputy Headteacher or SENCO (Line Manager) or another appropriate member of SLT.
- To attend and contribute to child's annual review/ one plan meetings.
- To attend planning meetings with the SENCo, class teacher and parents/carers to develop personalised learning programmes.
- Supervise children on the playground/ in class during breaktimes and lunchtimes.
- Provide a clean and hygienic environment for children to eat lunch in by cleaning tables/ surfaces and floors between lunch sittings and at the end of lunch.
- Provide basic first aid to children during class/break/lunchtime (*Staff will be given appropriate first aid training.*)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop reporting any concerns to SLT immediately.
- Contribute and support the overall Christian ethos, vision and values and curriculum intent of St Andrew's Primary School.
- Attend and participate in meetings as and when required.
- Participate in training and other learning activities as required.
- Supervise pupils on trips, visits and out of school activities as required.
- To work anywhere in the school as directed by the Headteacher/ SLT.
- Play a positive role within the wider life of the school (e.g. Attending school church services, plays and fetes)
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To participate in the performance management review process to plan your own learning, development and training opportunities in discussion with a line manager.



- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace

***The Governing Board and SLT are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the postholder may be required by the SLT to carry out appropriate duties within the context of the job, skills and grade.***

***All staff in school will be expected, after discussion with the post holder, to accept reasonable flexibility in working arrangements and the allocation of duties to reflect changing roles and responsibilities to meet the needs of children.***