

Job Description

Job Title	SEND Learning Support Assistant
Grade	Scale 4
Reports to	Headteacher, SENCo, Leadership Team, Provision Lead
Liaison with	School staff, parents, professionals
Job Purpose	To work in partnership with class teachers and the SENCo to support pupils' with severe needs and to support their learning in line with the national curriculum, codes of practice and school policies and procedures.
Principal Accountabilities	Working with individuals or small groups of children under the direction of teaching staff. Provide skilled support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties.
Duties	<ul style="list-style-type: none"> ● Be responsible for ensuring equality of opportunity for all. ● To build and maintain positive relationships with parents and carers. ● To implement and uphold all health and safety, and safeguarding policies and requirements. ● To contribute to and implement school policies, procedures and risk assessments. ● Work in line with the school and Trust's ethos, vision and values. ● To bring planning to life to engage children in age-appropriate play opportunities in with the curriculum and individual needs of the children. ● Provide an enabling environment which meets the needs of each individual child. ● To observe, assess and record children's learning development and progress. ● To attend to pupils' personal needs including help with social, welfare, care and health matters, including toileting, dressing, feeding, mobility etc. ● Support pupils with activities which support literacy and numeracy skills ● Support the use of ICT and develop pupils' competence and independence in its use ● Carry out specific additional care tasks for individual pupils only at the direction of a suitably qualified member of staff and once full training has been given ● Promote positive pupil behaviour in line with school policies ● Participate in planning and evaluation of learning activities with the teacher, writing records as required ● Assist with the development and implementation of IEP/EHCPs ● Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher/SENCo ● To support learning by selecting appropriate resources/methods to facilitate agreed learning activities

	<ul style="list-style-type: none"> ● To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities ● To assist with escorting pupils on educational visits ● To physically assist pupils during activities e.g. swimming, PE.
General	<ul style="list-style-type: none"> ● Attend relevant training and take responsibility for own development ● To respect confidentiality at all times ● To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
Essential Skills and Qualifications	<ul style="list-style-type: none"> ● Minimum Level 2 Childcare qualification or equivalent (NVQ, Cache, C&YPW etc). ● Good level Mathematics and English ● A minimum of 1 year experience of working with children ● Ability to communicate confidently and professionally in both written and verbal forms ● Good organisational and time management skills ● Good IT skills ● A calm, positive and proactive approach ● Able to form and sustain positive relationships
Desirable	<ul style="list-style-type: none"> ● Food hygiene ● Pediatric First Aid ● Trained in Trauma Perceptive Practice ● An understanding of the EYFS framework ● An understanding of the National Curriculum

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

LEARNING SUPPORT ASSISTANT (F)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of School
	Literacy	Good 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 & Wellbeing	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 teaching 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