

**LEIGH BECK JUNIOR SCHOOL
PERSON SPECIFICATION
SEN LEARNING SUPPORT ASSISTANT (BAND 2)**

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General heading	Detail	
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Experience of working with SEN pupils Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience
	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
	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously
	Languages	Ability to listen effectively
	Negotiating	Overcome communication barriers with children and adults
	Working with children	Behaviour Management
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
Responsibilities	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
	Organisational skills	Ability to follow instructions accurately
	Line Management	Good organisational skills Ability to remain calm under pressure
	Time Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Creativity	Ability to manage own time effectively 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

LEIGH BECK JUNIOR SCHOOL
JOB DESCRIPTION
SEN LEARNING SUPPORT ASSISTANT (BAND 2)

Job Purpose

- To assist and support a child with special educational needs.

Liaison with:

- SENCO, Head Teacher, Deputy Head, parents, Lead Practitioner, support staff, outside agencies e.g. speech and language therapists, educational psychologists e.tc

Major Tasks, Duties and Responsibilities

1 Key Activities - Support for the School/Centre

- The Learning Support Assistant's main role is to provide support for the pupil with a statement of special educational needs/EHCP. The LSA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.
- Duties may include running specific programmes and activities to assist the pupil's individual learning and medical and social needs.
- The LSA will be responsible for implementing the targets on the pupils Individual Education plan in liaison with the lead practitioner and SENCO.

2 Key Activities – Support for the Pupils

- To provide learning support for the pupil in the class or in 1-1 situations.
- To develop knowledge of the particular needs of the child and seek advice from the SENCO, lead practitioner and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required.
- To make or modify resources as suggested and advised by the SENCO, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground, being mindful of his health and safety in relation to his medical conditions, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.
- **Supporting the Class Teacher and SENCO**
- To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCO and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the lead practitioner, SENCO and relevant outside agencies about the pupil's difficulties and progress.

- To contribute to the pupil's annual review by writing a brief report and attending the meeting.

Supporting the School

- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school and Lion Academy Trust.
- To carry out duties as directed by the SENCO or Head Teacher,

Signed by Employee.....

Signed by Head Teacher.....

Dated.....

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	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
Communication	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
	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
Working with children	Child Development	Knowledge of literacy/numeracy strategies Good understanding of the general aspect of child development
	Health & Well being	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
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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
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