



GREENWICH FREE SCHOOL

## Learning Support Assistant (SEND) & Deputy SENDCo

### Job description

**Job Title:** Learning Support Assistant / Deputy SENDCo **Reports to:** SENDCo

**Responsible for:** Working within the SEND Team, to provide outstanding support to pupils, families and teachers at GFS, providing support to the SENDCo and within the wider pastoral team.

**Start date:** Immediately

**Salary:** £21,743 - £28,911 dependent on experience + performance bonus

**Contract type:** Permanent, term-time only + inset days

**Disclosure level:** Enhanced

**Roles included:** SWO, Deputy SENDCo

### Job purpose

To work within the SEND Team to provide outstanding support to pupils, families and teachers at GFS and provide support to the SENDCo and within the wider pastoral team.

### Objectives

1. To support individuals and groups of pupils to help them learn and address their specific learning needs.
2. To support teachers and other colleagues to help create a purposeful and exciting learning environment.
3. To work alongside the SENDCo and SEN team to support the provision within the School
4. To act as role model in setting high expectations and standards of behaviour in line with the GFS ethos and vision and to implement the school's behaviour policy.
5. To support pupils outside of the classroom environment, including accompanying students on school visits, supporting pupils with behavioural needs at lunch time, and some light medical care.
6. To support within the design and delivery of intervention programmes and initiatives.
7. To conduct parental meetings.
8. To support one form in the role of co-tutor.
9. Administrative support to the SENDCo and wider pastoral team.
10. To liaise with parents and families about pupil progress.

### Principal Accountabilities

#### A. LEARNING SUPPORT

1. Work with the SENDCo and class teachers to implement the provision required by pupils' Statement of SEN, EHCPs or other documentation.
2. Develop professional understanding of the special educational needs and disabilities of pupils within the school and of appropriate strategies to support pupils with a profile of SEND.
3. Deliver in-class support to pupils with a profile of SEND to enable them to flourish academically and socially and to ensure that their progress is in line with national and school expectations.
4. Plan and deliver high quality 1:1 and small-group academic support sessions.
5. Develop resources appropriate to pupils' needs, including materials for curriculum lessons, intervention sessions, and displays.
6. Support teachers with differentiation of the curriculum, including curriculum objectives, lesson content, resources and assessments.
7. Assist pupils with physical difficulties to access the curriculum.

8. To make records on the personal and social needs of pupils.
9. To liaise effectively and promptly with parents, including leading on parental meetings
10. To support the SENDCo in assessing and deploying relevant support
11. To liaise with a wide variety of outside agencies to ensure our students are effectively supported.
12. To complete the relevant documentation to assist with the tracking of pupils and to keep their records up-to-date.
13. To manage the involvement of external agencies in order to meet the needs of our pupils.

## **B Deputy SENDCo**

1. To work alongside the SENDCo in providing outstanding support for those pupils with SEND.
2. To work with external agencies in developing and leading on small group interventions, facilitating their delivery and monitoring pupil progress and outcomes.
3. To assist in the chairing of annual reviews for pupils with SEND
4. To lead on the time tabling of support staff, in line with a pupil's EHCP and needs
5. To coordinate specialists and their visits to the school
6. To assist in the assessment of pupils and their special educational needs.

## **C PROFESSIONAL DEVELOPMENT**

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities.
2. Maintain an up-to-date expert knowledge of relevant best practice and policy.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own practice critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.

## **D NON-SUBJECT RESPONSIBILITIES**

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school's behaviour policy.
4. Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Establish and maintain effective working relationships with colleagues including support staff.
8. Be familiar with and comply with the School's Health and Safety policies.
9. Be responsible for the Health & Safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere.
10. To be accountable, along with every other member of staff, for ensuring that your actions contribute to the following:

- **Aspiration:** GFS will support and challenge pupils to aim high and fulfil those ambitions because we believe every pupil can succeed.
- **Excitement:** GFS will create an exciting school environment that will engage pupils with learning.
- **Challenge:** GFS will provide a stretching and challenging curriculum that will interest pupils and provide them with the skills and knowledge needed to make a valuable contribution to society.
- **Expertise:** GFS will provide excellent teaching that will help pupils learn in a way that helps each one of them progress.
- **Enrichment:** GFS will provide a rich and varied enrichment programme to help each pupil develop as a rounded, skilled individual and give him or her opportunities to develop passions.
- **Community:** GFS will create a community of which its pupils feel a part – that they care about, and that cares about them.
- **Discipline:** GFS will provide a calm, secure and stimulating environment of which pupils can be proud.
- **Leadership:** GFS will provide opportunities for pupils to lead and work as part of a team.

- Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the final page of this document.

11. Any other duties as required by the Headteacher commensurate with the post.

## NOTES

- All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

## Expectations of all staff at the Greenwich Free School

Every member of staff at the Greenwich Free School will pledge to:

### 1. Uphold the school's vision, which means...

- You will be totally aligned to the school's vision, core purpose, aims and ethos, as laid out in the GFS School Strategy.
- You will have the moral courage to challenge any behaviour that runs contrary to the school's vision and ethos.
- You will demonstrate your belief in the potential of all pupils to succeed if given outstanding teaching and pastoral care.
- You will work hard and do everything you can to contribute to the Greenwich Free School delivering the highest-possible level of education.
- You will proactively uphold all school policies and procedures with consistency and care, maintaining a 'high expectations' and 'no excuses' approach to pupil (and colleague) attitude, work and discipline.

### 2. Model positive behaviour at all times, which means...

- You will, at all times, act as a role model for pupils with regard to your attitude, behaviour, dress, honesty, integrity, courage, language and diligence.
- You will behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with pupils, parents and other staff.
- You won't reveal any confidential information to anyone except colleagues who 'need to know.'
- You will ensure that GFS is a non-smoking, gum-free and litter-free zone.

### 3. Take responsibility for doing everything you can to enhance our offer to pupils, which means...

- You will proactively look for opportunities to develop pupils' emotional wellbeing as well as nurturing their academic potential – avoiding complacency at all costs and actively pursuing an entrepreneurial approach to developing the school.
- You will endeavour to get to know the School's pupils as individuals and take an interest in their lives beyond school through regular informal conversations, eating lunch with them and accompanying them on school trips and visits.
- You will build trust-based relationships with your pupils and never behave in a derogatory, intimidating or abusive manner towards any member of the school community.
- You will welcome and encourage communication and partnership with parents and carers, ideally returning calls and emails on the day of receipt and certainly within two school days.
- You will attend all school assemblies and key school events in the calendar, such as parents' evenings and award ceremonies.
- You will maintain excellent attendance and punctuality, arriving on site by 07.50 each day to be in your classroom to greet your pupils at 08.00 (unless your contract states otherwise).
- You won't engage in any behaviour inside or outside school that could bring GFS into disrepute. This has implications for use of social networking sites, engagement in additional employment and recreational behaviour.
- You will strive to make your own teaching practice as good as possible by enthusiastically engaging in school-provided CPD activities and seeking opportunities to arrange your own additional CPD, as well as engaging positively in the GFS Performance Management approach. This includes operating an open-door policy, welcoming regular observation of and feedback on your practice, and regularly reflecting on how to improve your own practice.

### 4. Be organised, and help the school be organised, which means...

- You will read staff notices at the start of every day and pass on notices to pupils as required.

- You will monitor the school calendar and weekly bulletins, to ensure you are aware of upcoming or recurring events.
- You will learn how to make use of the school's management information system and take responsibility for maintaining and making effective use of the data it contains.

**5. Dress professionally, which means...**

- You will dress smartly and professionally in formal business attire, in accordance with the GFS staff dress code.
- You will hide any tattoos from view and limit visible body piercing to one earring in each ear.

**The role: Learning Support Assistant & Deputy SENDCo (LSA SEND)**

**The Special Educational Needs and Disabilities (SEND) Team: supporting the whole school structure**

At GFS we believe that all pupils can succeed if given outstanding teaching and pastoral care. The SEND team is a crucial part of delivering both of those things.

Learning Support Assistants at GFS are used to ensure that all pupils, no matter what their background or previous attainment, can make progress in every lesson. You will be working with pupils one-on-one, and in small groups, to provide support to any pupils needing additional academic, pastoral, or behavioural assistance. Whatever your background, you will be used to working with challenging behaviour and building strong, trust-based relationships with individual young people.

The LSA team will liaise closely with the SENDCo to ensure that all pupils, including those with special educational needs, are supported to make good progress, whether that is in the classroom, in small groups or one-to-one sessions. They will also liaise closely with the Student Welfare Officers and Head(s) of School, to ensure that there is effective communication between teaching staff, parents and pupils about the academic and behavioural interventions being implemented for pupils in the school, and that discipline is proactive, through early intervention and incident-response.

GFS places significant emphasis on the importance of relationships between pupils and staff. Working with the SEND team, Learning Support Assistants will promote and further reinforce this culture. This could include working with staff to plan lessons or units or work, giving advice to teaching staff about how to support individual pupils, or leading training for other members of staff in areas of experience.

## Person specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified to work in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• A-Level qualifications or equivalent.</li> <li>• Professional qualifications relevant to the post.</li> <li>• Educated to degree level.</li> <li>• Qualified Teacher Status</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.</li> <li>• Experience of building relationships with young people.</li> <li>• Experience of successfully managing challenging behaviour.</li> <li>• Successful experience of working particularly with SEND pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage.</li> <li>• Further experience in Child Protection: familiarity with TAC and LP role.</li> <li>• Experience leading restorative justice sessions.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies.</li> <li>• Knowledge &amp; experience of Safeguarding &amp; Child Protection issues.</li> <li>• Knowledge and experience of attendance procedures leading to prosecutions</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current educational policy and developments in the areas of pastoral support, attendance, behaviour and wellbeing – and their implications in a complex, urban context.</li> <li>• Knowledge of the SEND Code of Practice 0-25 and how this relates to children and young people.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent written communication skills.</li> <li>• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.</li> <li>• The ability to develop positive relationships with all young people.</li> <li>• Well developed planning &amp; organising skills including time management, prioritisation, delegation and administration.</li> <li>• Sound judgement and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment.</li> <li>• Competent user of ICT.</li> </ul>
<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Willing to be fully engaged in the whole life of the school including extra curricular activities.</li> <li>• Committed to team work and working collaboratively with colleagues.</li> <li>• A commitment to the safeguarding and welfare of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners.</li> </ul>
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• A clear passion for the importance of personal development and wellbeing, as a key driver for</li> </ul>	<ul style="list-style-type: none"> <li>• An entrepreneurial attitude.</li> <li>• A sense of humour!</li> </ul>

	<p>the success of every child.</p> <ul style="list-style-type: none"> <li>• Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.</li> <li>• Confidence and self-motivation to work well and be decisive under pressure.</li> <li>• A high level of honesty and integrity.</li> <li>• Personal stamina &amp; energy including a good record of attendance and health.</li> <li>• A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision.</li> </ul>	
--	--	--