



**SOUTH NOTTINGHAMSHIRE
ACADEMY AND SIXTH FORM**

JOB DESCRIPTION

Job Title: Lead Communication & Learning Partner

Location: South Nottinghamshire Academy

Salary: Teachers Main Pay Scale

Hours of Work: Full Time

Responsible to: SENCo

Post Objective:

The primary role & focus is to support a student in fulfilling their academic potential. This person will be a fully trained AAC communication partner. Attending the academic lesson delivered by the subject teacher, with appropriate follow up sessions immediately after & ongoing throughout the week using appropriate strategies and techniques.

Key Responsibilities

- Supporting a student with Rett syndrome to access the mainstream setting; supporting them physically as well as socially & emotionally.
- To prepare and maintain general and specialist equipment and resources in relation to communication & academics.
- To adapt quickly in situations according to the student's needs.
- To facilitate the use of a wide variety of multi-modal communication strategies and education tools including eye gaze accessible (alternative) pencils, core boards and number boards.
- To monitor the effectiveness of the student's communication hardware and report and breakages/challenges to relevant professionals.
- To be confident in Partner Assisted Scanning.
- Participating in appropriate training linking with students EHCP to ensure skills are updated.
- Helping the student to access learning activities through specialist support.
- Supporting the student in their learning in all areas of the adapted curriculum.
- Facilitating peer to peer communication for the student.
- Working with appropriate teaching staff to facilitate adaptations so student can access the same work as their peers.
- Monitoring and evaluating the student's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Assisting with the development and implementation of the student's EHCP plan & in the key areas of responsibility.

- Working with the teacher to establish an appropriate learning environment ensuring the student has maximum opportunities to learn to read and write and support them in achieving their full potential.
- Engage in reflective practice, with the aim of supporting the student to continually work towards their outcomes as detailed in their EHCP.
- Providing objective and accurate feedback and reports as required, to the teacher on student achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Providing feedback to the student in relation to progress and achievement.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of the student.
- Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested.
- Facilitating daily social and emotional support time and allowing time for student to write organic messages they can then share with their peers, to establish productive peer relationships.
- To model the student's robust communication systems throughout the day setting challenging and demanding expectations and promote self-esteem and independence.
- To interrupt the student's communication attempts where appropriate and support them to share their autonomous thoughts.
- Attend meetings regarding the student and have in-depth level of input.
- Work with the student's peer group to enable them to learn how to communicate with the student. These training sessions with peers should happen both when the student is not there and when the student is there.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Promoting positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage the student to take responsibility for their own behaviour.
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings.
- Assisting in the development and implementation of appropriate behaviour management strategies.
- Facilitating smooth transition between educational phases.
- Implementing local and national learning strategies e.g., literacy, numeracy, and making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Supervising the student on visits, trips and out of school activities as required.

General Responsibilities

- Be aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety.
- Be aware of and support difference and ensure the student has equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.

- Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Be aware of confidential issues linked to home/student/teacher/schoolwork and to keep confidences as appropriate.
- Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the provision that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

Person Specification

	Essential	Desirable
Qualifications	<p>Qualified to degree level</p> <p>Qualified Teacher Status</p> <p>A commitment to professional development</p> <p>Successful DBS, disqualification by association check, and safeguarding clearance</p>	Two years minimum experience
Knowledge and Understanding	<p>A track record of excellent classroom practice/teaching practice</p> <p>Understanding of strategies to support successful outcomes for all children</p> <p>Knowledge of the secondary phase curriculum and assessment</p> <p>Experience or ambition to take on subject leadership impacting learning for an individual</p>	
Skills	<p>Demonstrates commitment, reliability and integrity</p> <p>Communicates effectively with self-awareness and social perception</p> <p>Energy and resilience</p> <p>Demonstrates emotional intelligence</p> <p>Is adaptable to changing circumstances and new ideas</p>	

	<p>Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all</p> <p>Committed to meeting the needs of children whatever their ability or background</p> <p>A belief that secondary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children</p> <p>Ability to communicate and promote the aims and objectives of the school</p> <p>Committed to working with parents, colleagues and other agencies in a positive and constructive manner</p> <p>Ability to motivate and stimulate pupils of all abilities to enjoy learning</p> <p>Ability to use Information Technology for assessment and analysis purposes</p> <p>A commitment to continuing professional development and evidence of recent relevant training</p> <p>Able to work effectively with a team to ensure effective support for all children</p> <p>Strong belief in adapting the curriculum to look at developing necessary individual life skills needed for the student, while supporting the child in reaching their full potential academically</p>	
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