

Job Description

Post: Learning Practitioner (SEN)

Responsible to: Senior Leadership

Introduction

The purpose for the job description is to identify generic and specific individual responsibilities in order for the employee to participate at Longshaw Primary in a full and effective way. The job description takes into account the contract between Longshaw Primary and the job holder. It relates to the Professional Standards for Learning Practitioners as developed by the DfE and endorsed by UNISON, NAHT, UCL – among others. The job description will be referred to by the job holder and the team leader during the Performance Development Review process; ensuring that all Learning Practitioners follow and promote the school's policies.

Main Duties and Responsibilities

The job description assists Learning Practitioners to implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for all pupils. It ensures that Learning Practitioners are providing support for pupils, teachers and the school to raise standards and attainment of all pupils. As well as this, it assists Learning Practitioners in providing a wide experience of learning opportunities that ensure each pupil meets their full potential. Finally, this job description sets out how to provide individual support to pupils with SEND needs.

Operational/Strategic Management

- To assist teaching staff to plan and prepare lessons and resources within the school curriculum and resources within the school curriculum.
- To contribute whole school planning and curriculum activities.
- To contribute to planning for EHCP pupils to ensure needs are met.
- To establish SEND and EHCP provisions.
- To support in the reviews of SEND and EHCP provisions.
- To contribute to whole school planning and delivery of extracurricular activities.
- To assist in the development and implementation of individual pupil programmes and lessons.

Professional Development

- To take part in school training and professional development with a commitment to acquiring additional SEND knowledge and expertise.
- To develop skills and knowledge related to specific needs of EHCP pupils.
- To actively engage in Performance Development Review process.

- To work and contribute as a member of a designated team and to contribute positively to effective working relationships within the school and multidisciplinary teams.

Communications

- To communicate effectively and positively with all staff and to adhere to the school policy, where appropriate, communicate and co-operate with persons, professionals or bodies outside of school.
- To communicate effectively and purposefully to parents and pupils as appropriate and directed by class teachers or the leadership team.
- To support the role of families as partners in supporting their child with SEN.

Teaching and Learning

- To assist the teacher to undertake appropriate programmes of teaching.
- To assist in the teaching of pupils according to their educational needs, including planning, implementation of pupils' work and progress.
- To assist in delivering additional learning plans for individual pupils such as therapy programmes or sensory integration programmes.
- To contribute to reports, where necessary, for pupils' statutory assessments, annual reviews, transitions and individual programmes.
- To plan for and deliver SEND and EHC specific interventions as recommended by external professionals.
- To ensure the core areas of learning are reflected in the pupil's daily teaching and learning experiences.
- To organise, prepare and update subject materials and resources in classes and shared areas of the school.
- To use a variety of delivery strategies and methods that will stimulate and support learning appropriate to the individual's needs.
- To maintain behaviour support in accordance with the school's procedures, and to encourage good practice with regard to behaviour, standards of work and homework.
- To share good practice with others and support the school's policy on monitoring the quality of teaching and learning and overall classroom practice. Assist in the preparation of learning materials and the learning environment, including the display of pupils' work.
- Work beside a teacher in the classroom on learning activities.
- Be aware of pupils' individual education plans and respond accordingly.
- Manage individuals or small groups of pupils with special learning requirements under the guidance of teachers, within or outside the classroom.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Carry out assessments and gather/report information from/to parents/carers as directed.
- Provide administrative support to teachers e.g., copying, typing, filing, collecting money.
- Use and operate ICT systems and equipment for administrative purposes.

Curriculum

- To ensure a range of teaching strategies are implemented to support the school's strategic objectives and relevant to individual's needs.
- To assist in the process of curriculum development to ensure the continued relevance to the needs of the pupils.
- To support the curriculum participation in enrichment activities.
- To support breakfast club, break times and lunch times.

Pastoral

- To promote the general wellbeing and pastoral care of individual pupils and liaise with teaching staff when appropriate.
- To encourage pupils to be full participants of the school community and aspects of school life.
- To evaluate and monitor the emotional wellbeing of pupils.
- To follow the school behaviour policy and implement accordingly.
- To contribute to the development and teaching of the PSHE curriculum.

Safeguarding

- To be responsible for promoting and safeguarding the welfare of all children at Winston Way Academy.
- To follow the schools safeguarding policies and procedures.
- To understand the role of the DSL in supporting staff in safeguarding all children at Winston Way Academy.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns as appropriate.
- Be aware of and support difference, ensuring that all pupils have equal access to opportunities to learn and develop.
- Assist with the supervision of pupils throughout the school day.
- Support the role of other professionals and attend relevant meetings as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities.
- Work with parents, providing support and guidance as appropriate.
- Participate in regular training, professional development and performance management.

Other

- Undertake and when required, deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by the Head Teacher, SENDCo and Class Teacher.
- To plan and lead after school clubs on a regular basis.
- Support the planning and delivery of high-quality OPAL play by actively engaging with pupils during outdoor playtimes, promoting inclusive, safe, and child led play opportunities

Culture

- Support the school's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop a school culture and ethos that is utterly committed to achievement.
- To be active in issues of pupil welfare and support.
- Support and work in collaboration with colleagues and other professional in and beyond the school, covering lessons and providing other support as required.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

Note: This job description is not exhaustive, and employees are expected to undertake any reasonable duties as requested by their line manager.

Person Specification

Post: Learning Practitioner

Responsible to: Senior Leadership

	ESSENTIAL	DESIRABLE
QUALIFICATIONS/ EDUCATION	<ul style="list-style-type: none"> • Minimum C grades in at least 5 GCSEs including English and Maths • Level 3 qualification 	<ul style="list-style-type: none"> • Educated to a degree level • First Aid qualification
EXPERIENCE	<ul style="list-style-type: none"> • Excellent levels of literacy and numeracy • Willingness to complete the Learning Practitioners Induction Programme • Willingness to participate in development and training opportunities • Use of basic technology – computer, video, photocopier 	<ul style="list-style-type: none"> • Working with ASD pupils or pupils with other SEND needs.
KNOWLEDGE	<ul style="list-style-type: none"> • Familiarity with the Safeguarding Policy 	
SKILLS	<ul style="list-style-type: none"> • A professional approach to their work • Experience of working with or caring for children and young people • Awareness of Health and Safety issues • Excellent role model for oral and written communications 	<ul style="list-style-type: none"> • SEND related skills and knowledge (i.e., Makaton, SEND interventions for speech and language).
QUALITIES	<ul style="list-style-type: none"> • A highly professional approach to their work • Ability to maintain confidentiality and a professional relationship with the parents in all matters concerning the pupils and the school. • The ability to thrive in a ‘no excuses’ culture • Great energy, enthusiasm and hope • A real drive to make things happen • A passionate desire to make a difference • Good sense of humour 	

I hereby accept the terms and conditions detailed above

Print Name:

Postholder’s signature:

Date: