



Job description: LSA- SEND (Specific Purpose)

Job details

School: Bourne Primary School

Salary / grade: Scale 2

Hours: TBC, Monday to Friday, 20 hours per week

Responsible to: Headteacher, DHT

Responsible for: n/a

PURPOSE OF THE JOB:

Job purpose:

To contribute towards the support of named pupils with an Education and Health Care Plan.

Main Duties

To assist the class teacher and SENDCO in providing a secure, caring environment in which each child can find new, stimulating opportunities to develop emotionally, socially, physically and intellectually.
To address the needs of children to overcome barriers to learning, both inside and outside the classroom, in order to make progress and enable the school to raise standards of achievement and maintain outstanding standards of behaviour.

Job Description

Support For Pupils
Make a firm, reliable and consistent relationship with children to enable them to settle within the school community.
Promote awareness and respect for self, others and property, encouraging appropriate behaviour.
To use appropriate strategies to support the pupil's learning and language development
Foster awareness and respect for each child regardless of religion, culture, gender or ability.
Interact with children, through conversation and play, to extend their understanding of the world.
Interact with parents or guardians, ensuring exemplary communication between school and home.
Be able to manage children in a variety of situations in a calm, reliable manner and with a sense of humour.
Deliver, monitor and evaluate interventions that address children's difficulties e.g. speech and language, literacy or maths
Liaise with the Speech and Language Therapist, Deputy Headteacher, Class Teachers and other agencies to ensure that interventions are specific to each child's needs
Use language and vocabulary which is appropriate to the pupils' age, level of understanding and stage of development
To work to increase self esteem and self confidence of pupils to improve their motivation to learn and to improve their personal and social skills.
To have knowledge and appreciation of the range of activities that could be drawn upon to provide extra support to engage pupils.
Be able to manage children in a variety of situations in a calm, reliable manner

Support for the Teacher

Maintain a good working relationship with the class teacher, being able to report all aspects of children's development, planning, record keeping, assessment, curriculum matters and development of the class.

Undertake all necessary tasks to keep the classroom clean, tidy, safe and efficiently organised for daily use.

Be in school with sufficient time for preparing the room and liaising with the teacher to discuss planning and confirm with the teacher your understanding of the daily teaching and learning objectives, where appropriate.

Respond to any reasonable request made by the class teacher, deputy head teacher or head teacher or his/her representative.

Keep the class teacher informed of relevant information received from parents/carers.

Organise and supervise such activities, both indoors and outdoors, which encourage the growth and development of the whole child, including during their lunchtime.

Support for the Curriculum

Develop and maintain a good relationship with parents, encourage parental partnership and good home/school links.

Support the ethos of the school.

Share in the corporate responsibility for the well-being and discipline of all pupils.

Be aware of whole-school policies.

To supervise and interact with children at lunch time

Set high standards of dress and language.

Support the management of shared areas within the school, e.g. helping to keep them clear and tidy, at the direction of the headteacher or senior members of staff.

Assist in any part of the school at the direction of the headteacher or his/her representative.

To be aware of the importance of being a team player and working collaboratively.

To undertake specific training as and when required.

To be aware of the school's policy on child protection and safeguarding.

To attend meetings with other assistants, the Deputy Headteacher and any other senior staff members.

To have some familiarity with the curriculum for EYFS and the national curriculum.

To be aware of the code of practice for children with special educational needs.

Accompany teachers and pupils on out of class learning activities, eg. Trips

To use basic IT skills to communicate and record information

Support for the School

Support pupils in using basic IT as directed.

Prepare and maintain equipment/resources as directed by the class teacher, Deputy Headteacher or Speech and Language Therapist and assist pupils in their use.

Knowledge of the curriculum plans and learning programmes developed by the teachers with whom you work when supporting SEN pupils

Attend relevant meetings as required.

Participate in training and other learning activities and performance development as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Special Educational Needs Learning Support Assistant: Person Specification

Criteria	Essential	Desirable
Qualifications	Good standard of English and Maths GCSE passes in English and Maths – grade C or above	A recognised LSA qualification (e.g. CLANSA, City and Guild STA, NVQ)
Competencies/ Experience	<ul style="list-style-type: none"> • Experience of working with primary aged children within a school setting • The ability to be able to follow instructions and also to use initiative • The ability to work as part of a team. • Good numeracy and literacy skills. • Good verbal and written communication skills • A belief and understanding of equal opportunities, including anti-racism • Good interpersonal skills • Effective behaviour management • Good organisational skills • Can create an inviting/stimulating environment • Good ICT skills • Able to use basic technology - video, photocopier etc: • A commitment to continued development by undertaking training and attendance at courses. • An appreciation of children's development and their need to become independent • Ability to work under pressure and to meet deadlines 	<ul style="list-style-type: none"> • Appropriate knowledge of first aid.
Personal Qualities	<ul style="list-style-type: none"> • Ability to adapt to changing circumstances and ideas • High levels of commitment and enthusiasm • Ability to deal sensitively with children who have behaviour that challenges • Able to demonstrate that they relate well to children • Ability to react calmly in a difficult situation • Discreet and able to keep confidentiality • Flexible • High expectations of self and others • Good health • A sense of humour • Ability to relate well to children and adults. 	