



Job Description

Job Title: SEND Learning Support Assistant

Responsible to: SENDCO

Pay Band: Salary Range B3

Hours: 30 hours per week
Term time only plus 5 days

Role:

To work under the instruction and guidance of the SENDco to provide support, care and guidance to enable access to learning and excellent progress for all students at Horsforth School.

In addition, the SEND Learning Support Assistant (LSA) will work to assist the teacher with the management of students in their learning environment and assist students with their learning in a variety of ways.

Work may be carried out in and out of the classroom environment.

Main Duties:

1. To supervise and provide particular support for students, including those with special needs and disabilities, ensuring their safety and access to learning activities.
2. To establish constructive relationships with students and interact with them according to individual needs.
3. To promote the inclusion and acceptance of all students across the school. Provide unconditional positive regard for all students.
4. To encourage students to interact with others and engage in activities led by the teacher.
5. To set challenging and demanding expectations and promote self-esteem and independence.
6. To help create and maintain a purposeful, orderly and supportive environment, in accordance with lesson expectations
7. To develop and use strategies, in liaison with the teacher, to support students to achieve learning goals
8. To assist with the planning of learning activities suited to student need by liaising with teaching staff



9. To monitor students' responses to learning activities and accurately record achievement/progress as directed.
10. Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
11. To provide feedback to students in relation to progress and achievement either in the classroom under the guidance of the teacher; or in a group or individual intervention setting
12. To promote good pupil behaviour, dealing promptly with conflict and incidents in line with the established behaviour policy and encourage students to take responsibility for their own behaviour
13. To administer routine 'testing' and invigilate exams and undertake routine marking of students' work where necessary
14. To provide clerical/administrative support to the SEND team where required.
15. To plan and deliver structured and agreed learning activities/teaching programmes, differentiating activities according to student need and responses.
16. To support the use of ICT in learning activities and develop students' competence and independence in its use.
17. To prepare, maintain and use equipment/resources required to meet the learning activity and assist students in their use.
18. To communicate with parents, teachers and students as required around student need, progress and wellbeing where required.
19. To contribute to the overall ethos/work/aims of the school and to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
20. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
21. To support the role of other professionals.
22. To participate in meetings, training and other learning activities and performance development as required.
23. To assist with the supervision of students out of lesson times, including before and after school and at break and lunchtime.
24. To accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Any Special Conditions of Service:

There is a requirement to submit to an enhanced Disclosure and Barring Service background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

Person Specification - SEND Learning Support Assistant

Qualifications

Essential	Desirable
GCSE Grade 4/C or above in English and Mathematics (or equivalent).	Level 2 or Level 3 qualification in Supporting Teaching and Learning, Education, Childcare or related field.
Willingness to undertake relevant training and professional development.	Additional SEND-related qualifications or training, e.g. Autism Awareness, SEMH, Team Teach, ELSA, Speech and Language Support, First Aid.

Experience

Essential	Desirable
Experience of supporting individuals to achieve learning or developmental goals.	Experience of supporting students with SEND, including EHCPs.
Experience of building positive and supportive relationships with young people/adults.	Experience of working in secondary school/college setting.
Experience of working effectively as part of a team.	Experience of liaising with parents, external agencies and professionals.

Knowledge and Understanding

Essential	Desirable
Understanding of the importance of inclusion and equal opportunities.	Knowledge of the SEND Code of Practice.
Understanding the need for strategies that support students to access learning and make progress.	Understanding of a range of SEND needs, including Autism, ADHD, SEMH, Speech and Language needs and Cognition and Learning difficulties.

Knowledge of safeguarding, child protection and confidentiality requirements.	Awareness of intervention programmes and assessment approaches used to support SEND students.
Understanding of positive behaviour management approaches.	Understanding of assistive technologies and alternative communication methods.
Awareness of the need to promote student independence, self-esteem and wellbeing.	

Skills and Abilities

Essential	Desirable
Ability to establish positive and constructive relationships with students.	Ability to contribute to planning differentiated learning activities.
Ability to motivate and encourage students to engage in learning activities.	Ability to support educational visits and off-site activities.
Strong verbal and written communication skills.	Ability to deliver structured intervention programmes independently.
Ability to work effectively with teachers, parents and other professionals.	
Ability to monitor, record and report on student progress accurately.	
Ability to manage behaviour positively and consistently in line with school policies.	
Ability to use initiative whilst working under the guidance of teaching staff and the SENDCo.	
Good organisational and administrative skills.	
Competent ICT skills and ability to support students in the use of technology.	

Ability to adapt approaches to meet individual student needs.	
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Personal Qualities

Essential	Desirable
Demonstrates unconditional positive regard for all students.	Commitment to developing expertise in SEND support.
Patient, caring and empathetic approach.	
Positive and resilient attitude.	
High expectations of student achievement and behaviour.	
Commitment to inclusion and ensuring all students can access learning opportunities.	
Professional, reliable and trustworthy.	
Ability to remain calm under pressure and respond appropriately to challenging situations.	
Flexible and adaptable in meeting the changing needs of students and the school.	
Commitment to the values, ethos and aims of Horsforth School.	
