

Intervenor Learning Support Assistant

Job Description and Person Specification

Post: Intervenor Learning Support Assistant

Responsible to: The SENDCO

Responsible for: No line management responsibilities

Remuneration: Scale 3 Unqualified (Points 5-6) £20,638 - £21,011 pro-rata, (£23,427 - £23,850 FTE)
Scale 4 Qualified (Points 7 – 10) £21,389 - £22,565 pro-rata, (£24,279 - £25,614 FTE)

Status: 1 Year Fixed term, 37.5 hours a week, Term Time Only.

Purpose of the Post

- Provide responsive and high-quality support to students with multi-sensory impairments (deaf/blind) and students with other Special Educational Needs so that they have the opportunity to efficiently access information and the environment around them. To provide openness for students to develop and learn and expand social communication in order to maximise independence and learning opportunities.
- To support the Academy's inclusive vision and ethos within a climate of high expectations and standards.

Specific Responsibilities:

Support for Students

- Attend to students' personal needs, and implement related personal programmes including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support students ensuring their safety and access to learning.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.

General Responsibilities

- Act as supporting sensory (eyes and ears) support relaying information regarding the surrounding environment and activity.
- Support the student to remain up to date with classwork
- Provide support to enable the student to access information and develop communication with peers
- Support the student's social and emotional development in the classroom
- Support the student to interact with their peers and significant others
- Support staff to ensure that worksheets are enlarged through appropriate Apps
- Support the student to access relevant materials through the RNIB library
- Support staff to ensure that the student has a live link to the teaching material on the board
- Support the student to make use of a range of adapted and differentiated materials as necessary
- Work alone on own initiative and be able to respond to emergency situations.
- Be able to work flexibly to meet the needs of the young deafblind student.
- Supervise and support pupils ensuring their safety and access to learning at all times
- Encourage pupils to act independently, as appropriate on an individual basis
- Work within the teaching guidance of the class teacher as necessary
- Encourage the student to grow in independence

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- In an inclusive setting, work with students with a range of Special Education Needs
- Provide 1-1 or group teaching support as necessary
- Support the student whilst ensuring their right to privacy, dignity, choice and respect.

Other

- Work as part of the Academy's Deaf Support Base and Inclusion Team
- Work to school's policies and procedures, particularly in regard to equal opportunities, health and safety and confidentiality
- Demonstrate professional accountability at all times
- Practice within the professional codes of conduct
- Work in line with the Health & Safety at Work Act and implement current risk management strategies to manage risk at all times.
- Undertake any other duties commensurate with the post and grade that may be required by your Line Manager, SENDCO and the Headteacher.

Commitments

All staff must be fully committed to:

- the highest possible expectations of all students;
- equity, diversity, inclusion and social justice;
- safeguarding and promoting the welfare of children;
- their own professional and personal development.

EQUALITY AND DIVERSITY

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect, and his or her contribution to the learning process will be valued. All employees are expected to understand and promote equality and diversity in the course of their work.

SAFEGUARDING CHILDREN

The Petchey Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated any management responsibilities under the terms of a direction made by the Secretary of State for Education.

Note: This job description will be reviewed annually and does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

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Educational Achievements, Qualifications, Training and Knowledge

1. Willing to attend training on the role of an Intervenor (E)
2. Willing to attend specialist training on Visual impairment and Hearing Impairment (E)
3. Knowledge of specialist equipment for deaf and visually impaired students (E)
4. A good general standard of education, including 5 GCSE's or their equivalent (E)
5. Knowledge and understanding of child development (E)
6. Knowledge and understanding of Special Educational Needs (E)
7. Willing to undertake recommended Health and Safety training (E)
8. Evidence of successful professional development (E)
9. Training/qualification in working with children and young people with MSI, e.g. Intervenor training (D)
10. Knowledge of Total Communication approaches (D)
11. Competence in the use of equipment for deaf and visually impaired students (D)
12. A good general standard of education, including 5 GCSE's or their equivalent (D)
13. Knowledge and understanding of child development and an awareness of the effects of MSI on the process (D)
14. Knowledge and understanding of Special Educational Needs and HI, VI or Deafblind/MSI in particular (D)
15. Awareness of Health and Safety Issues (D)
16. Safeguarding training (D)
17. Evidence of recent training or involvement in educational activities (D)

Experience

18. The ability to adapt and devise activities and materials (E)
19. Experience of working with children and young people in an inclusive educational or community setting (E)
20. Experience of working as part of a team (E)
21. Experience in differentiating/adapting programmes of study to meet individual learning needs (D)
22. Experience of working with sensory impaired children and young people (HI, VI or Deafblind/MSI) (D)
23. Experience in supporting families of children and young people with special needs (D)
24. Experience of supporting children and young people with disabilities in an inclusive educational or community setting (D)
25. Experience in working alongside a multidisciplinary team (D)

Job-related aptitudes and skills

26. The ability to work effectively with parents and families (E)
27. The ability to work closely with a child or young person, developing a positive relationship (E)
28. The ability to develop and encourage independence in a child or young person (E)
29. Excellent communication skills and an ability to establish a good working relationship with :
 - a. A child or young person, encouraging their independence (E)
 - b. Teachers, TA's and other supporting professionals (E)
30. Competent use of Information technology (E)
31. Ability to work as an effective member of a team, under instruction and with initiative (E)
32. Ability to meet deadlines, confidently and competently applying knowledge and skills required from training (E)
33. Ability to work unsupervised when required responding decisively to meet the need of the Deafblind/MSI child or young person (E)
34. The ability to contribute to specialist training (E)

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35. The confidence and ability to use ICT to support young people with SEN (E)
36. Experience of working in a team (D)
37. Experience of working unsupervised (D)
38. The ability to advise staff on strategies for supporting the Deaf/blind/MSI young person (D)
39. Knowledge of specific ICT used to support young people with SEN (D)
40. The ability to use ICT to support the administrative functions of the post (D)

Personal Qualities

41. Personable, organised and good at making positive relationships (E)
42. Enthusiastic, warm and a good communicator and listener (E)
43. Ability to maintain confidentiality (E)
44. Punctual and reliable (E)
45. Ability to work flexibly to achieve team objectives (E)
46. A positive approach to working with children and young people with an understanding of family-focused working and a Team Around the Child approach (E)
47. A sense of humour (D)
48. Creative and problem solving (D)
49. Willingness to maintain personal and professional development (D)
50. Willingness to try out new ideas (D)
51. Energetic and enthusiastic (D)
52. A commitment to the aims and values of comprehensive community education, the Academy's vision and ethos, as well as to the implementation of equal opportunities policy and practice
53. A willingness to initiate and participate in both cross-curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of academy life (E)
54. The ability to establish effective and appropriate relationships with students and staff (E)
55. Is flexible, able to work under pressure and meet deadlines (E)
56. Understands the importance of professionalism and confidentiality (E)
57. Is a strong role model for staff and students (E)
58. Has a proven record of excellent attendance and punctuality (E)

Equal Opportunities

59. Commitment to and understanding of the principles of Equal Opportunities for all in employment and the delivery of services (E)
60. Undertaken recent and relevant training on the principles of equal opportunities (D)