

## **JOB DESCRIPTION**

<b>Post:</b>	LSA for EHCP/statement students
<b>Grade:</b>	SC5
<b>Hours:</b>	27.5 hours per week, 38 weeks per year
<b>Responsible to:</b>	SENCO

## **MAIN PURPOSE OF THE JOB**

To provide academic, behavioural or physical support for individual students or small groups of students as set out in an EHCP and as directed by the SENCO. Each student will have different needs, so the post holder must take an adaptable and flexible approach. It is envisaged that the precise responsibilities may change as they are dependent upon the needs of the students.

## **KEY AREAS OF ACCOUNTABILITY**

### **SUPPORT FOR PUPILS**

- To work alongside individual and small groups of students ensuring their ability to access the planned lesson
- To liaise with class teachers when a student is unable to access a lesson and adapt the learning activity appropriately.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development and attend training where necessary.
- Monitor and assist with any specialist equipment as required under the direction of a teacher.
- Participate in comprehensive assessment of pupils to determine those in need of particular help specifically help with the grading of basic group tests. Provide the teacher with information to assist with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Establish productive working relationships with pupils; developing an enhanced Pastoral relationship with specific students, acting as a role model including the use of restorative practices
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils and raise concerns within agreed school systems to the appropriate line manager
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, use the school records and sanction systems as appropriate, monitor reports and day books.
- Provide the necessary support to enable students to sit examinations and fulfil their access arrangements. This may include invigilating exams, scribing for and reading to students when necessary and permissible.
- To be creative in making a subject more accessible to individual pupils.

#### SUPPORT FOR TEACHERS

- Provide daily feedback for the SENCO on students' progress in all lessons.
- Under the guidance of the SENCO provide feedback for parents when required.
- When required, escort or supervise students during unstructured times of the school day.
- Liaise with feeder schools and other relevant bodies to gather pupil information and assist the SEN clerical support staff to establish and maintain SEN records. Contribute to the integration of vulnerable students
- Support pupils' access to learning using appropriate strategies, resources covering a wide range of SEN needs e.g. ADHD, Dysphasia, Autism, EBD under the direction of the SENCO.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- To provide information to assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
- To attend Annual reviews and provide information to assist in the formulation of the updated plans

#### SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop

#### SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and promote diversity and ensure all pupils have equal access to opportunities to learn and develop



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- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognize own strengths and areas of expertise and use these to advise and support others
- Participate in the inducting of new staff e.g. shadowing
- Implement planned supervision of pupils out of school hours by agreement
- Supervise pupils on visits, trips and out of school activities as required
- Take part in the schools performance management arrangements
- Support teaching staff and House teams by assisting with break duties as directed by the Head teacher.
- Any other task in keeping with the nature and grade of the role that is required by the Head teacher/SENCO to support students.

### **ADDITIONAL RESPONSIBILITIES:**

All support staff roles at Deptford Green carry the following additional responsibilities:

- Becoming trained in First Aid to at least emergency responder level
- Taking part in examinations invigilation and duty rotas
- Complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Supporting diversity and ensure equal opportunities for all
- Contributing to the overall ethos/work/aims of Deptford Green School
- Developing constructive relationships and communicate with other agencies/professionals
- Sharing expertise and skills with others
- Participating in training and other learning activities and performance development as required
- Attending school events as required
- Undertaking any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the Department/Section

**PERSON SPECIFICATION**

EXPERIENCE (Essential Requirements)

- Experience working with children of relevant age
- Experience of working with pupils with additional needs

QUALIFICATIONS/TRAINING (Essential Requirements)

- Educated to A level or equivalent standard.
- A\*-C GCSE or equivalent in English and Maths.
- Very good numeracy/literacy skills
- Good ICT Skills
- NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience

KNOWLEDGE/SKILLS (Essential Requirements)

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding of principles of child development and learning processes and in particular, barriers to learning
- Ability to plan effective actions for pupils at risk of underachieving
- Full understanding of the range of support services/providers
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Excellent spoken and written communication skills
- Evidence of a positive 'can do' personality underpinned by a resilient and flexible character.
- Evidence of good workplace attendance.
- A strong understanding and ability to empathise with young people who struggle in a large school setting.
- A clear understanding of, and commitment to, the safeguarding and wellbeing of young people.