

# Specialist Learning Support Assistant (SEND CHILDREN)

## JOB PROFILE

## Summary of Role

Grade: C1 (point 12 – 17)

Hours: TTO + 5 days, 37 hours per week, worked between 08:00 – 16:00

Responsible to: Assistant SENDCo and SENDCo

Work under the instruction/direction of the Assistant SENDCo and SENDCo to enable access to learning for children and the delivery of quality learning and teaching of children with special educational needs.

Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, profound and multiple, severe or moderate learning difficulties including, in some instances, those with who exhibit challenging behaviour.

Undertake specified work with individuals, and groups within our mainstream and specialist small group provision areas, under the direction and supervision of a SENDCo and Assistant SENDCo.

Encourage the participation of children in the social and academic processes of the school, and enable children to become more independent learners.

### Main Duties:

Supervise and provide particular support for children, ensuring their safety and access to learning activities.

Supporting children who may have complex medical needs and who may need routine / emergency medical support. Training will be provided.

Supporting children who require additional support with communication. The job holder may also be required to use Makaton / PEC's / communication books.

Supporting children with speech difficulties under the guidance of a Speech Therapist to support individual children with specific needs. In-house training provided.

Providing support to children who need assistance with personal care, changing nappies etc. for incontinent children and assisting children to use the toilet if they are unable to use the toilet unaided.

Feeding children and assisting them with drinking, in-house training given.

Supporting children who because of their physical needs may need to be lifted and carried, training will be provided.

The job holder may also be required to assist children with physiotherapy under the guidance of physiotherapist.

The job holder may be required to restrain children who may harm themselves or others. Some children may bite, kick, nip and punch etc. themselves staff and or other children. Training will be provided on restraining children.

Assist with the development and implementation of pupil passports and personal care programmes.

Establish constructive relationships with children and interact with them according to individual needs.

Promote the inclusion and acceptance of all children.

Encourage children to interact with others and engage in activities led by the teacher.

Set challenging and demanding expectations and promote self-esteem and independence.

Provide feedback to children in relation to progress and achievement under guidance of the teacher.

Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of children' work.

Use strategies, in liaison with the teacher, to support children to achieve learning goals.

Assist with the planning of learning activities.

Monitor children's responses to learning activities and accurately record achievement and progress as directed.

Provide detailed and regular feedback to teachers and outside agencies on children's achievement, progress, problems etc.

Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour.

Establish constructive relationships and communication with parents/carers.

Administer routine tests and undertake routine marking of children' work.

Provide clerical/administrative support - photocopying, typing, filing, money, administer coursework.

Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children responses.

Undertake programmes linked to local and national learning strategies - literacy, numeracy, KS/2, early years-recording achievement and progress and feeding back to the teacher.

Support the use of ICT in learning activities and develop children's competence and independence in its use.

Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist children in their use.

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.

Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop.

Appreciate and support the role of other professionals.

Attend and participate in relevant meetings as required.

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

Assist with the supervision of children out of lesson times, including before and after school and at lunchtime.

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

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.

**Any Special Conditions of Service:**

There is a requirement to submit to an enhanced Criminal Records Bureau 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.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# Specialist Learning Support Assistant (SEND Children) PERSON SPECIFICATION

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

<b>QUALIFICATIONS &amp; TRAINING</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Have excellent literacy and numeracy skills, to at least Level 2 (GCSE grade A-C / 4-9, or equivalent).	*		A & C
Have relevant ICT skills to support both teaching and learning and relevant record keeping.	*		A & I
Basic understanding of child development and learning.	*		A & I
Be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	*		A & I
Recent training related to learning difficulties and disabilities.	*		A & C
Emergency/Basic First aid training and/or Paediatric First Aid qualification.		*	A & C
NVQ level 3 Supporting teaching and learning or equivalent qualification or experience.		*	A & I
Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with leaders and accessing relevant professional development to improve personal effectiveness.		*	A & I
Demonstrate a level of subject, curriculum knowledge and/or TLG approach and apply this effectively in supporting teachers and pupils.		*	A & I
<b>EXPERIENCE</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Successful, recent experience working with children in a school/early years environment with additional/specific needs around social communication (Pragmatics).	*		A & I
Effectively assist with the supervision of and engagement with pupils out of lesson times, including break times and lunch times.	*		A & I
Demonstrate expertise and skills in understanding the needs of all pupils – attend to the pupils' personal needs, and implement related programmes, including social, health and medication, physical and hygiene matters.	*		A & I
Experience of undertaking health and safety and risk assessments including IPRA's.	*		A & I
Understanding and or experience of Restorative Practice.	*		A & I

Experience of using Makaton or PECs.		*	A
Experience of using ICT to support learning e.g. word banks, predictive software.		*	A
<b>SUPPORTING LEARNING</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Experience of supporting learning in the classroom environment Experience of working with pupils with additional needs / EHCP level children	*		A & I
Effective track record of promoting equality of provision for SEND children.	*		A & I
Experience of being a 'voice' for SEND children and parents.	*		A & I
Knowledge and experience to plan and deliver interventions to support learning, social and emotional development as well as personal and independence needs.	*		A & I
Ability to plan effective actions for pupils at risk of underachieving Working knowledge of national curriculum and other relevant learning programmes.	*		A & I
Communicate effectively and sensitively with children and young people, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs.	*		A & I
Understand their roles and responsibilities with the classroom and whole school context recognising that these may extend beyond a direct support role.	*		A & I
Demonstrate an informed and efficient approach to teaching and learning by supporting the pupils by implementing related personal programmes.		*	A & I
Promote and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.		*	A & I
Promote and facilitate increasing independence in all areas, including teaching and learning, social and community skills and self-care skills.		*	A & I
Use planned, effective behaviour management strategies consistently.		*	A & I
Contribute to effective assessment and planning, including gathering evidence and contributing to pupil record keeping as directed by the teacher.		*	A & I
Maintain a stimulating and safe environment by organising and managing physical teaching space and resources, and in particular ensure the classroom is ready for lessons, as directed, and clear away afterwards and assist with the display of pupils' work, both in the classroom and in the wider school.		*	A & I
<b>SKILLS</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Effective use of ICT to support learning.	*		A & I
Ability to write and contribute to basic reports.	*		A & I

Ability to use clear language to communicate information unambiguously.	*		A & I
Ability to listen effectively.	*		A & I
Be able to communicate effectively with children and their families and carers and other adults.	*		A & I
Work constructively as part of a team.	*		A & I
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Knowledge and understanding of Autism.	*		A & I
Ability to assess the progress of children who have communication difficulties.	*		A & I
Understanding classroom roles and responsibilities and your own position within these.	*		A & I
Understanding of relevant policies/codes of practice and awareness of relevant legislation e.g. equal opportunities, inclusion, SEND, behaviour, Child Protection, H&S and wellbeing.	*		A & I
Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.	*		A & I
Ability to work effectively with a range of adults from volunteers, students, colleagues, professionals and parents.	*		A & I
Good organisational skills and time management skills with the ability to remain calm under pressure.	*		A & I
Ability to source and create learning resources.	*		A & I
Demonstrate creativity and an ability to resolve routine problems independently.	*		A & I
Ability to understand and support children with language delay / difficulty.	*		A & I
Basic understanding of child development and learning.	*		A & I
<b>PERSONAL &amp; PROFESSIONAL CONDUCT</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Demonstrate proper and professional regard for the ethos, policies and practices of the school.	*		A & I
Demonstrate positive attitudes, values and behaviours which develop and sustain effective relationships within the school community.	*		A & I
To attend all meetings as directed by teacher or senior leaders.	*		A & I
Work constructively as part of a team, understanding classroom roles and responsibilities and their role within these.	*		A & I
Have regard for the need to safeguard pupils' well-being.	*		A & I
Uphold values consistent with those required of teachers by respecting individual differences and cultural diversity.	*		A & I
Commit to improve their own practice through self-evaluation and awareness.	*		A & I
To effectively engage with the school's performance management system.	*		A & I
Have regard for the need to safeguard pupils' well-being by following relevant statutory guidance along school policies and practice.		*	A & I

Ability to self-evaluate learning needs and actively seek learning opportunities.		*	A & I
<b>WORKING WITH OTHERS</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Recognise and respect the role and contribution of other professionals, parents and carers.	*		
Appreciate and support the role of other professionals and to support the class teacher with their role in this regard.	*		
Share knowledge to inform planning and decision making.	*		
Work collaboratively with classroom teachers and other colleagues	*		
Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them and in particular to gather/report information from/to parents as directed.		*	
Communicate their knowledge and understanding of pupils to other staff members, health and social care professionals so that informed decision making can take place at all times.		*	
<b>WORKING WITH OTHERS</b>	<b>ESS</b>	<b>DES</b>	<b>MOA</b>
Commitment to ensuring the safety and welfare of children by adhering to Keeping Children Safe in Education (KCSIE)	*		
Knowledge and skills to safeguarding the welfare of CYP and uphold your professional responsibility	*		
Maintain a child centered approach to safeguarding	*		

METHOD OF ASSESSMENT(MOA)	A = Application Form I = Interview C = Certificate
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