

*Job Description and Person Specification*

*Internal Applicants Only*

**Role:** *1:1 SEND Learning Support Assistant*

**Salary Range:**  
**Review**

**Grade 3, SCP 5-6**

**Start:** *16<sup>th</sup> September 2019*

**Date:** *August 2019*

**Hours:** 15 per week

**Location:** Heathfield Academy

**Reports to:** Headteacher

**Responsible for:** To assist, support, and facilitate access to all aspects of the curriculum and school life for a child with special educational needs.

**Role Purpose and Role Dimensions:** The 1:1 Learning Support Assistant's (LSA) main role is to provide support for the pupil with special educational needs. The LSA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs.

This role is on a fixed term until the child leaves the Academy or the Personalised Inclusion funding ceases.

**Commitment to Diversity:** As a member of the Academy Team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

## **General responsibilities**

- Promote the agreed vision of the STEP Academy Trust and be committed to raising standards of achievement.
- Provide a safe, welcoming, organised, creative and interesting learning environment.
- Be aware that each child has a right to equal opportunities and access to the curriculum.
- Implement all the policies agreed by the STEP Academy Trust.
- Maintain high expectations and insist the children always produce their best.
- Maintain good order and discipline among the pupils when they are in school and engaged in school activities elsewhere.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.
- Work collaboratively with colleagues in a team, setting high professional standards.
- Take an active part in the life of the school.
- To carry out tasks delegated by the Headteacher, Assistant Headteacher and Class Teacher.

## **Lunchtime & School Meals Supervisor**

Ensure there is a secure and welcoming facility to support, motivate and supervise pupils in eating their meal and play activities. Collectively responsible for the health, safety, conduct and well-being of all pupils. Also support the smooth running of the meal arrangements by anticipating and dealing with problems and promoting constructive play ideas with pupils.

### **Support for the pupils:**

#### **At meal times**

- Ensure that the meal arrangements comply with all school policies and provide a safe environment for pupils, including those with special needs.
- Support pupils in meal arrangements.
- Teach games to the pupils.
- Ensure that the pupils wash and dry their hands.
- Ensure that the pupils move through school quietly and behave in an orderly way in the dining hall.
- Ensure that pupils who have special dietary needs or whose parents have requested a packed lunch, receive the correct meal. Pour water for the pupils.

- Ensure that pupils eat their meal in a socially acceptable way – talking quietly to pupils either side of them.
- Encourage pupils to be independent in clearing away after a meal. Teach the pupils to keep the floor clean.
- Promote a learning environment within the ethos of the school.
- Establish constructive relationships with pupils and interact with them according to individual needs. Promote the inclusion and acceptance of all pupils.

### **At meal times**

- Ensure pupils are dressed appropriately for the weather (checking coats are fastened).
- Operate a “band” system to go to the lavatory, so that too many pupils are not using the toilets at any one time. Make sure that toilets are used sensibly. Only hand out bands to the allocated class.
- Ensure that pupils are not in the building when they should be outside.
- Teach games and implement good behaviour in the playground (follow the appropriate policy).
- Be aware of any pupils with special needs who may need extra awareness in the playground or at lunch.
- Ensure that everyone (adults and pupils) is treated with respect and that equality of opportunity is given to all (see Equal Opportunity Policy).

### **At meal times (as above)**

- Supervise a class while they play classroom games, draw or finish school work.
- Read a story or play games.
- Ensure equipment is returned to its correct place in an orderly way and in good condition before the start of the afternoon teaching session.

**Key Accountabilities and Result Areas:  
Support for Pupils**

**Key Elements:**

**Core Duties**

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from Inclusion Manager, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground, being mindful of any health and safety in relation to any medical conditions, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

- Establish constructive relationships with parents/carers

### **Additional Duties**

- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and engage in activities led by the teacher.

## **Support for the Teacher and Inclusion Manager**

### **This will involve:**

#### **Core Duties**

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SEND Co-ordinator and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, Inclusion Manager and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual review by writing a brief report and attending the meeting.

#### **Additional Duties**

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Establishing constructive relationships with parents/carers.
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.
- Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

## **Support for the Curriculum**

### **This will involve:**

#### **Core Duties**

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.

#### **Additional Duties**

- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.
- Preparing specialist resources to meet the needs of the child and to enable them to access learning at their level.

## **Support for the School**

### **This will involve:**

#### **Core Duties**

- Participating in training and other learning activities and performance development as required.
- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of STEP Academy Trust.
- To carry out duties as directed by the Inclusion Manager or Head Teacher.

#### **Additional Duties**

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

- Following safeguarding procedures; immediately reporting any safeguarding concerns to the Senior Designated Person.

## **Data Protection/GDPR**

### **This will involve:**

- To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this
- To maintain client records and archive systems, in accordance with Trust procedure, policy and statutory requirements

## **Confidentiality**

### **This will involve:**

- You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

## **Equalities**

- The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

## **Customer Care**

### **This will involve:**

- Ability to demonstrate a commitment to STEP Academy Trust Code of Conduct, Safeguarding and Inclusion Policies.

## **Health and Safety**

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

## **To contribute as an effective and collaborative member of the Academy Team**

### **This will involve:**

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the Academy Service.
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on Academy policies and interventions.
- Taking a professional, proactive approach to professional development and responsibility for own learning.

## **Green Statement**

- Seek opportunities for contributing to sustainable development of the Academy and Academy Trust, in accordance with the Academy's Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

**Personal Specification**
**Position: 1:1 LSA**

<b>Abilities and Skills</b>					
<u>Essential</u>		<u>Desirable</u>	<i>Application</i>	<i>Interview</i>	<i>Observation/Task</i>
1	Very good English and Maths skills.		√	√	√
2	Effective use of ICT to support learning.		√		
3	Use of relevant equipment/resources e.g. technology, video, photocopier etc.		√		√
4	Ability to relate exceptionally well to children and adults.		√	√	√
5	Work constructively as part of a team, understanding classroom roles & responsibilities and your own position within these.		√	√	
6	Ability to self-evaluate learning needs and actively seek learning opportunities.		√	√	√
7	Self-motivated.		√		
8	Excellent organisational skills.		√		

<b>Experience</b>					
<b>Essential</b>		<b>Desirable</b>	<i>Application</i>	<i>Interview</i>	<i>Observation/Task</i>
9	Experience of working with primary aged children and in particular children with SEND.		√	√	

<b>Knowledge and Understanding</b>					
<b>Essential</b>		<b>Desirable</b>	<i>Application</i>	<i>Interview</i>	<i>Observation/Task</i>
10	Relevant first aid training.	√	√		
11	Knowledge of relevant policies/codes of practice and awareness of relevant legislation.		√	√	
12	NVQ 2 or equivalent qualification or experience.	√	√		
13	Training/experience of working in Early Years.	√	√	√	√
14	General understanding of the national curriculum and other basic learning programmes/strategies.		√	√	√
15	Basic understanding of child development and learning.		√	√	√

<b>Other Requirements</b>					
<b>Essential</b>		<b>Desirable</b>	<i>Application</i>	<i>Interview</i>	<i>Observation/Task</i>
16	The ability to set targets and complete tasks to meet deadlines.		√		