

Post	SEND Learning Support Assistant (ASC/SCLN Resource Base)
Salary	Scale Point 6-7 / plus SEND Allowance (£2,539 FTE)
	Permanent
Start Date	September 2024

Job Purpose

To assist the teacher in planning activities for children, working with children and assessing progress. To help ensure the safety and well-being of the children at all times.

Main Duties

1. Work with individuals or groups of individuals in all curricular areas under the direction of the teacher.
2. Help plan, prepare and set out programmes of work and activities in co-operation with the teacher and clear away and store equipment in the correct place.
3. Feedback information regarding the well-being and educational and developmental needs of children to the teacher, parents and principal, as appropriate.
4. Work with children who have Special Educational Needs and Disabilities (SEND), as required; help with the assessment and record keeping processes, under the direction of the teacher.
5. Accompany the children on class outings under the overall supervision of the teacher.
6. Administer minor first aid (following training) and attend to children who are sick, as necessary. Promote health and personal hygiene, including intimate care where necessary, to the children throughout the activities undertaken.
7. Keep abreast of the School Child Protection Procedures and report any concerns noted in the course of duty, in accordance with such procedures.
8. Undertake shared responsibility with all staff for the care and maintenance of equipment and resources.
9. Encourage self-control and self-discipline in the children throughout all activities undertaken and promote the positive behaviour policy. Supervise the children for short periods in the event of the teacher having to be called away.
10. Carry out classroom organisational duties such as tidying up, serving snacks etc. Assist in preparing, mounting and removing wall displays, as required.
11. Liaise with parents and outside agencies, as required by the teacher.
12. Attend training and meetings, as required.

Supervision and Management

The jobholder does not have regular responsibility for supervising other staff

Creativity and Innovation (i.e. Problem Solving)

The jobholder assists in the planning, preparation and setting up of programmes of work and activities with the teacher.

Decision Making

The work is covered by clearly defined rules and procedures. The jobholder may make decisions in relation to routine problems which may arise whilst supervising children e.g. child sickness, children having difficulties with activities and requiring additional support, noting concerns and deciding whether or not to refer these on to the teacher.

Resources

The jobholder is required to use resources with care but is not personally accountable for the security of physical or financial resources.

Working Environment

The job involves some lifting, pulling and stretching. Most of the work is undertaken indoors; however, the jobholder also undertakes activities outside in the playground and on trips and outings. The jobholder will encounter members of the public, visitors to the school, contract staff, students etc. during the course of their duties.

Knowledge and Skills

The jobholder needs a good standard of knowledge and skills in all areas of the curriculum.

Other Duties

The jobholder may be required to perform duties other than those given in the job description. Particular duties and responsibilities may vary from time to time without changing the overall level of responsibility. Such variations are a common occurrence and would not justify a re-evaluation of the post. However, in cases where a permanent and substantial change in duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

SUPPORT STAFF – LSA (ASD/SLCN)		
	Essential	Desirable
Qualifications	<p>Maths and English GCSE Experience of supporting pupils with special educational needs.</p> <p>To have had training or experience of working with pupils who require behaviour or communication needs.</p>	<p>NVQ Level 3 Qualification, or equivalent.</p> <p>First Aid Qualification</p> <p>Safeguarding Training</p> <p>To have attended relevant courses / training in the last 3 years in relation to ASD or other SEN areas.</p> <p>SEND Qualifications (Attention Autism, Speech and Language, MeLSA)</p>
Knowledge and Experience	<p>Recent experience of working with children/pupils in either EYFS, KSI or KS2.</p> <p>Experience of working in a team.</p> <p>Be able to demonstrate knowledge/experience of applying behaviour management strategies.</p> <p>A knowledge and understanding of a range of teaching styles.</p> <p>An understanding of the importance of enhancing pupils' self-esteem.</p> <p>An understanding of assessment procedures and practices.</p> <p>An awareness of policies and procedures relating to child protection, health and safety, equal opportunities and confidentiality.</p> <p>A creative approach to working with children.</p> <p>Take responsibility, with minimum supervision, for delivering work.</p> <p>Work with pupils on targets set by the Teacher.</p>	<p>Knowledge of a range of learning difficulties i.e. ASD, ADHD.</p> <p>Knowledge and understanding of communication methods.</p> <p>To have recent knowledge and experience of ASD curriculum developments.</p> <p>Have knowledge of TEACCH, PECS and Makaton.</p> <p>Recent experience of working with ASD pupils in either EYFS, KSI or KS2.</p> <p>An understanding of attachment issues</p> <p>Experience of working in a special school.</p> <p>Experience of working with a range of staff as part of a multi-disciplinary team.</p> <p>Experience of communicating with parents or other stakeholders.</p>

<p>Personal Qualities</p>	<p>Have a real enthusiasm and commitment to working with pupils with special educational needs.</p> <p>Be motivated to pursue further professional development and training within the area of special needs.</p> <p>Excellent inter-personal and communication skills</p> <p>Ability to work as part of a team</p> <p>A calm and professional approach</p> <p>A good sense of humour</p> <p>Methodical and organised working methods</p> <p>A positive attitude towards supporting pupils</p> <p>Punctual.</p> <p>Flexible.</p>	
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