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| **Job Title:** | Learning support assistant Linked to SEND support |
| **Location:** | Shortstown |
| **Reports to:** | Inclusion manager |
| **Direct reports:** | Deputy head and head Teacher |
| **Full/part time:** | Term time |

HEART Academies Trust is a family of academies, at the heart of the community, improving life chances for all through challenge and support. We strive to transform educational outcomes of students from a young age by providing exciting, new and different opportunities for learning and applied learning. Our overwhelming belief is that every child can be successful, both personally and academically, with early and effective help from staff that know and value them as an individual. HEART Academies Trust aims to bring about a substantial increase in the educational attainment, expectations and aspirations of all in the whole community.

Shortstown Primary School is part of HEART Academies Trust. The role of Learning support assistant linked to SEND will be based at Shortstown Primary School.

**Responsibilities**

Working directly with individual children, young people and their families, under the instruction of the Head Teacher and Inclusion manager. Providing tailored support including offering practical and emotional support. Working with the class teachers and inclusion manager and other professionals / agencies to assess needs and provide appropriate interventions to families, including completing funding requests, reports and support Early help referrals.

The following is an indicative list of duties which is not exhaustive and will be subject to review to reflect the changing work composition of the Trust.

**Specific Responsibilities:**

Main Functions: To assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

1. To aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:

* Clarifying and explaining instructions
* Ensuring the pupils are able to use equipment and materials provided
* Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs
* Assisting in weaker areas, e.g. speech and language, sensory development,
* Using praise, commentary and assistance to encourage the pupils to concentrate and stay on task
* Liaising with year group staff, SENCO and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate, using external agency reports to make smart targets.
* Providing additional nurture to individuals when requested by the class teacher or SENCO
* Consistently and effectively implementing agreed behaviour management or medical strategies
* Helping to make appropriate resources to support the pupil

1. Give practical, personal and emotional support to enable children and their families to meet assessed needs to maintain and promote their attendance, health, physical, mental and social development and well being. This will be done either with individual families or within a group work environment within a variety of settings.
2. Support the development of independence, through self-care and language support
3. To promote the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
4. Monitor the pupil’s response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
5. To give positive encouragement, feedback and praise to reinforce and sustain the pupil’s efforts and develop self reliance and self esteem.
6. To support the pupils in developing social skills both in and out of the Classroom
7. To support any medical needs, administering medication or therapy – following training
8. To support in maintaining the hygiene of the pupil, including toileting and nappy changing.
9. To provide regular feedback on the pupil’s learning and behaviour to the Leads/SENCO, including feedback on the effectiveness of the IEP and behaviour strategies adopted
10. Under the direction of the lead practitioners, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the Lead practitioners makes judgements about their stage of development
11. To be aware of confidential issues linked to home/pupil/teacher/school
12. To contribute towards reviews of the pupil’s progress as appropriate, attend external agency meetings and produce evidence and reports to identify current achievements and the development of the next steps.
13. Ensure that children, young people and vulnerable adults are safe at all times and have a thorough understanding of the Safeguarding Children expectations. Advise the Designated Safeguarding Lead (DSL) of any concerns regarding safeguarding issues preserving confidentiality as necessary**.**
14. To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
15. To work as a learning support for other children, as requested by the Lead practitioners
16. Undertake any other reasonable duties as directed by the Head Teacher and Inclusion Manager in accordance with the school’s objectives.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

**Common Roles of All Trust Members:**

**Leadership: Vision and Values**

* Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
* To ensure equal opportunities for all.
* To be committed to safeguarding and to promoting the welfare of all young people.
* To assist in the development of a culture and environment in which young people thrive and to drive innovation.
* To drive up educational standards, promote life-long learning and continually improve outcomes for all.
* Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

**Leading and Managing Others and Self**

* Develop and maintain a culture of high expectations for self and others.
* Regularly review own practice, set personal targets and take responsibility for own development.
* Actively engage in the performance review process.
* Work within the Trust’s health and safety policy to ensure a safe working environment for staff, students and visitors.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
* Adhere to Trust policies and procedures.

**PERSON SPECIFICATION**

Our aim is to create an outstanding Trust and our staff will be expected to exemplify excellence in all that they do. Our JOB TITLE will be a person/people with high expectations, enthusiasm and the ability to positively impact on the learning, skills and experiences of our students. We value the ability to demonstrate emotional intelligence, be flexible and to adapt to different situations with a calm and positive attitude.

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|  | **Essential** | **Desirable** |
| **Knowledge and Experience** | * Willingness to train to L2 or equivalent qualification * Knowledge of current safeguarding and child protection practice * Experience of effective record keeping, use of administrative skills * Understanding of special educational needs and strategies that can be employed to support student learning | * L2 / 3 CACHE or equivalent, in a relevant area of education * Literacy and numeracy qualifications to level 2 or above * Experience of supporting students with a Special Educational Needs |
| **Skills and Attributes** | * Must hold a current and up to date Enhanced DBS * Ability to plan and prioritise a range of regular and irregular tasks within specific deadlines. * Ability to manage own work effectively and take responsibility for own professional development * Ability to maintain confidentiality inside and outside the workplace. * A liking, sympathy and respect for children and sensitivity to their needs | * Experience of working in a school environment. * Ability to analyse tasks and how they may be best achieved. * Good oral and written communication skills. * Self Motivational skills |
|  | * Willingness to learn * Enjoy working as part of a team. * Supportive of colleagues. * Patience. * Adaptability * Fundamental belief that every child matters and that aspirations/achievements can be significantly altered | * Outgoing personality. * Enjoy varied work. * Sense of humour |