



**JOB DESCRIPTION – Therapeutic School Learning Support Assistant at Pathways School  
New Road Dagenham RM10 9NH**

Title of Job: Therapeutic LSP

Scale 5

Salary £30,003.00 to £31,440.00 pro rata

35 hours per week, 10:00 - 17:00 39 week per year.

REPORTS TO: SENCO

Supervisory responsibility: Deputy designated safeguarding lead (whole school) / line management of classroom based support staff

PURPOSE OF JOB:

- To support a whole-school approach across Pathways School in supporting the social and emotional development and mental health of all pupils as a member of the Pathways Therapeutic Team
- To promote improved attendance, engagement and progress and reduce exclusions through therapeutic support.
- To identify and track pupil intervention progress including monitoring and reporting to middle and senior leaders
- To support the Social, Emotional and Mental Health progress of identified pupils in the school through the delivery of therapeutic 1-2-1 and small group intervention.
- To supervise and support therapeutic school safeguarding as a deputy designated safeguarding lead including the management and escalation of staff concerns
- To line manage classroom based support staff including the successful completion of the appraisal process
- To provide appropriate therapeutic interventions during planned late school provision

EQUAL OPPORTUNITIES

The Eko Trust has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

RESPONSIBLE FOR

- Line management of classroom based support staff

- Provide therapeutic intervention during late school responsibilities
- Make regular, meaningful contact with each student and their family.
- Work with parents to identify, understand and meet their children's needs and promote positive outcomes for their children.
- Under guidance from the SENCO, identify and administer key therapeutic interventions
- Responsible for ensuring that all therapeutic reports are directly linked to EHC outcomes and reporting processes
- Take responsibility for adapting and delivering therapeutic intervention activities and programmes of work, for individuals or small groups who would benefit from a particular approach.
- Aid expressive and receptive language, speech, and emotional regulation of pupils by:
  - Employing strategies and approaches from the suite of therapeutic interventions;
  - developing and adapting personalised resources incorporating the students interests that will promotes individuals to support the pupil/pupils
  - following and delivering intervention programmes as instructed by the SENCO
  - liaising with the Class Teacher and SENCO about individual provision and progress tracking
  - modelling good practice, enabling intervention focuses to be embedded within the classroom.
  - Working closely with the SALT and providing weekly feedback on programmes and strategies implemented
- Provide feedback to SENCO, leadership and teaching teams in relation to progress and achievement.
- Organise therapeutic resources and support adaptations to the learning environment as advised by the SENCO
- Provide detailed and regular feedback to teachers regarding the progress made towards targets.
- Support the teacher with how to adapt lesson content to accommodate for the high needs pupils
- Assist the teachers and class teams when a student is experiencing dysregulation. Offering strategies, models and safe spaces when appropriate.
- To lead intervention groups and 1:1 sessions in line with the advice on EHCPs, as advised by the SENCO
- To regularly feedback using the speech and language progress record forms to enable the SENDCo to make appropriate adjustments to targets and EHCPs.
- To liaise with the SENCO to produce written reports and proposed care plans
- To be the representative of Therapeutic practice across the school in the absence of the SENCO
- To conduct therapeutic progress monitoring and gather information to report to the middle and senior leadership team
- Follow and maintain therapeutic timetable within the school which comprises any and all of the following: individual sessions, groups sessions, in class support and resource making.
- To report termly reporting to Senior Leaders and Governors .
- To receive the training they need for the role.
  
- To maintain up to date and accurate case notes, including recording progress made within intervention programmes.
  
- To assist with general welfare and development of pupils.
- Assisting the teacher in the classroom e.g. offering support in classroom activities with pupils.

- Assistance with independent training and social skills development of pupils.
- Collecting information and assisting in record keeping.
- Attendance at meetings to set and monitor targets for pupils. These meetings may be with external agencies, such as Social Services.
- Care of and assistance in the preparation of teaching materials.
- Carrying out duties, including playground supervision, during school break periods and between a.m. and p.m. sessions at Pathways School.
- Line manage classroom based support staff

#### SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and Pathways School safeguarding and child protection policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school as a deputy designated safeguarding lead

#### WILL COMMIT TO

- Their own on-going professional development, ensuring that their training remains current and they are certified at all times.
- Modelling the values of Pathways School.
- Reducing the need for the use of positive handling to be used at the school.
- Promoting a learning community that feels safe and secure to pupils and meets their needs.

Please note that this job description is not necessarily a comprehensive definition of all duties. The postholder may be required to engage and carry out other duties appropriate to the level of the role, as directed by the Head of School or line manager. This job description may be amended at any time in consultation with the postholder. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be amended at any time in consultation with the postholder/employee in the future.

Job Description agreed on:

Post Holder:

Head Teacher:

**PERSON SPECIFICATION**

	<u>Factor</u>		<u>Requirement</u>
•	Education, Training and Qualification:	1.	Competent English and Mathematics skills assessed through a standard test.
		2.	If recruiting to a qualified post: C & G or CLPE or other equivalent qualification.
•	Experience:	1.	Experience of working in a primary/secondary school, with children, including parental experience.
		2.	Able to demonstrate experience of dealing sympathetically and constructively with other adults.
•	Knowledge and Understanding:	1.	Demonstrate an understanding of the place of the school in educating primary/secondary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community.
		2.	Demonstrate an understanding of the role of the teacher, and their own role, in relation to teachers, other support staff, and pupils.
		3.	Demonstrate knowledge and basic understanding of literacy and Numeracy.
		4.	Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular.

		5.	Demonstrate awareness of how pupils learn and the factors that affect their progress, including behaviour
		6.	Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.
•	Commitment to and understanding of:	1.	The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education.
		2.	The promotion of community involvement in the school in order to raise achievement.

Internal