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| **Job Description** | |
| **Title:** | Learning Support Assistant for one to one with SEN child |
| **Job Purpose** | To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.  To supervise pupils during the lunchtime period to maintain high standards of behaviour in the dining hall and the playground. |
| **Reports to:** | Line Manager & Teaching Assistant Co-ordinator  The Teaching Assistant will be a member of a multi-disciplinary team, under the leadership of the Teaching Assistant coordinator and report to the group leader on a daily basis. |
| **Accountable to:** | Teaching Assistant Co-ordinator / Group Leader / Line Manager |
| **Contract term:** | 1 year fixed term in the first instance (approx. 39 weeks per year) |
| **Hours per week** | Full time [ 36 hours per week] |
| **Salary** | Graveney Spine Point 2/3 [10-17] |

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| **Roles and Responsibilities** |
| 1. To assist the teaching/therapy staff by supporting the individual learning needs of the pupil. 2. To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported. 3. To aid the pupils to learn as effectively as possible, both in small group situations and individually, by for example, clarifying and explaining instructions, meeting physical needs as required whilst encouraging independence, ensuring the pupils are able to use the equipment and materials provided. 4. To assist, with the class teacher (and other professionals e.g. SENCO, SALT, Physiotherapist etc. as appropriate), in the development of a suitable programme for pupils who need learning support. 5. In conjunction with the class teacher and other professionals to establish supportive relationship with pupils and develop/promote self-esteem where appropriate. 6. To assist teaching staff in the delivery of the literacy and numeracy strategies within the school and by contributing to planning and monitoring of progress. 7. To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher. 8. To ensure resources are available and suitable for activities. 9. In conjunction with the class teacher (and other professionals as appropriate) to develop and maintain a system of recording pupil’s progress. 10. To participate in the evaluation of the support programme e.g. attending meetings in school time. 11. To provide regular feedback about the pupils to the teachers. 12. To liaise, advise and consult with other members of the team supporting the teachers when asked to do so. 13. To contribute to reviews of pupil’s progress, as appropriate. 14. To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately. 15. To undertake general clerical and administrative work, including filing and photocopying and the administration of coursework. 16. To support pupils throughout the lunchtime break; assisting with the meals service in the dining hall, ensuring pupils eat sufficient quantities and enforcing appropriate mealtime behaviour. 17. To supervise children at lunchtime play and other breaks as timetabled, managing behaviour and providing fun and stimulating activities for pupils to engage in, ensuring inclusion. 18. To administer first aid and medication for pupils, under direction, where appropriate training has been provided 19. To attend to toileting needs and the clearing up of bodily fluids 20. To attend relevant in-service training   **Equal Opportunities:**  To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.  **Safeguarding**  To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and the Graveney Trust.  **Health and Safety**  To work in compliance with the Trust’s Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school. |

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| **Personal Specification** | | |
|  | Essential | Desirable |
| **Qualifications** | | |
| Educated to GSCE level, or equivalent in Maths and English |  |  |
| Evidence of further qualifications; A completed qualification relevant to the role |  |  |
| **Knowledge & Skills** | | |
| A sound understanding of how children develop and learn including understanding of a range of SEND needs and strategies to establish meaningful learning and the impact that this can have on development and learning |  |  |
| A basic understanding of Safeguarding and child protection in schools |  |  |
| An understanding of supporting diversity and equal opportunities |  |  |
| An understanding of health and safety and confidentiality |  |  |
| Good numeracy and literacy skills, both written and spoken |  |  |
| Competent ICT skills |  |  |
| **Experience** | | |
| Experience of working with SEN children who have a diagnosis of Autistic Spectrum Disorder or Social Communication Disorder |  |  |
| Experience of specific strategies to support the learning needs of individual children, such as experience with Communicate in Print and TEACCH |  |  |
| Flexible and creative in your approach to working in a 1:1 situation |  |  |
| Ability to adapt tasks in order to maximise learning opportunities, taking into account the individual needs of the child |  |  |
| Ability to build good relationships with children, teachers, parents and carers |  |  |
| Ability to use initiative, good problem-solving skills and to be engaging and pro-active |  |  |
| Willingness to participate in training and other learning activities |  |  |
| Commitment, reliability and trustworthiness |  |  |
| Willingness and commitment to follow school policies and guidelines |  |  |
| Willingness to support diversity and ensure all pupils with speech & language difficulties have equal access to opportunities to play and develop |  |  |