Hylands Primary School



London Borough of Havering

Social Care & Learning Directorate

# Job Profile - Primary

Job Title: SEND LSA 1-2-1

Grade: 1/2

JP Ref number: Pos

School: Hylands Primary School

Responsible to: Inclusion Manager

Liaises with: (Class teachers)

Job Purpose and Content

Provide support for students with Special Educational Needs (SEND) both in and outside of the classroom and, where appropriate, contribute to the day-day running of the school.

Principal Responsibilities:

1. To contribute to the provision for students with SEND

2. To contribute to the raising of the achievement of SEND students and support them in making good progress

3. To contribute to the promotion of the well-being of SEND students within the school

4. To promote and safeguard the welfare of children work with or come into contact with Main responsibilities and duties

1.Support for pupils:

1.1 Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.

1.2 Assist with the development and implementation of Individual Education plans and provide regular feedback and contribute to the review process

1.3 Establish constructive relationships with pupils and interact with them according to individual needs.

1.4 Promote the inclusion and acceptance of all pupils.

1.5 Encourage pupils to interact with others and engage in activities led by the teacher and during intervention.

1.6 Set challenging and demanding expectations and promote self-esteem and independence.

1.7 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/SENDCO

2.Support for the teacher(s):

2.1 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.

2.2 Monitor pupils’ responses to learning activities and accurately record achievement / progress as directed.

2.3 Provide detailed and regular feedback to teachers / SENDCO on pupils achievement, progress, problems

2.4 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

2.5 Establish constructive relationships with parents / carers.

2.6 Administer routine tests and invigilate exams.

2.7 Contribute to effective record keeping.

3. Support during intervention

3.1 Undertake structured and agreed learning activities / interventions, adjusting activities according to pupil responses and ensuring accurate records are kept to monitor progress

3.2 Provide regular feedback to the SENDCO regarding pupil progress

3.3 Provide targeted support to several students as a Key worker, acting as a ‘go to’ person and helping to ensure they are making progress in all areas of their learning and school life.

3.4 Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.

3.5 Prepare, maintain and use equipment/resources required for the learning activity and assist pupils in their use.

4.Support for the school

4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

4.3 Contribute to the overall ethos / work /aims of the school.

4.4 Attend and participate in relevant meetings and CPD as required.

4.5 Assist with the supervision of pupils out of lesson times, this may include break and lunchtimes.

4.6 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

5. Arrangements for appraisal of performance:

###### 5.1 Participate in the performance review process

5.2 Participate in a competence review to determine suitability for progression and/or further development needs.

6.Safeguarding:

As a school we are committed to the safeguarding of children and adults.

Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment

The duties outlined above may be varied to meet the changing demands of the School at the reasonable discretion of the Head Teacher.

This job role profile does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.

This role is subject to a three month probationary period. All job offers will be subject to a DBS check and two satisfactory written references.

##### ADDITIONAL REQUIREMENTS

1. The London Borough of Havering has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training.
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

Person Specification - Teaching Assistant

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| --- | --- | --- | --- | --- |
| Qualifications andexperience |  GCSE or equivalent at grades 9 to 4 (A\* to C) in Englishand Maths. | Essential  | Desirable  | Assessed by |
|  |  | Application |
| Experience of working with children |  |  | Application/ Interview |
| Experience of planning and leading teaching and learningactivities (under supervision) |  |  | Application/ Interview |
|  |  |  |  |  |
| Experience | Commitment to and or experience of working withchildren with a range SEND |  |  | Application |
| Commitment to ensuring access to the curriculum forchildren with SEN |  |  | Application |
| Ability to motivate and encourage children to meet theirtargets for learning and/or behaviour |  |  | Application/Interview |
| Ability to write brief reports and keep records |  |  | Application/Interview |
|  Understanding of the practical application of EqualOpportunities |  |  | Application |
|  |  |  |  |  |
| Skills and knowledge | Good literacy and numeracy skills |  |  | Application |
| Good organisational skills |  |  | Application/ Interview |
| Ability to build effective working relationships withpupils and adults |  |  | Application/Interview |
|  Skills and expertise in understanding the needs of allpupils |  |  | Application/ Interview |
| Excellent verbal communication skills |  |  | Interview |
| The ability to remain calm in stressful situations |  |  | Application/Interview |
| Good ICT skills, particularly using ICT to supportlearning |  |  | Application |
|  | Knowledge of how to successfully lead learning activities |  |  | Interview |
|  | Ability to plan and evaluate interventions with supportfrom SENCO/Assistant SENCO |  |  | Application/ Interview |
|  | Effective communication and interpersonal skills |  |  | Interview |
|  | Ability to build effective working relationships |  |  | Application/Interview |
|  |  |  |  |  |
| Personal qualities | Enjoyment of working with children |  |  | Interview |
|  | A commitment to getting the best outcomes for all pupilsand promoting the ethos and values of the school | *
 |  | Application |
|  | Commitment to maintaining confidentiality at all times |  |  | Application |
|  | Commitment to safeguarding pupil’s wellbeing andequality |  |  | Application |
|  | Commitment to getting the best outcomes for pupils andpromoting the ethos and values of the school | *
 |  | Interview |

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| --- | --- | --- | --- | --- | --- |
|  | Commitment to equal opportunities and securing goodoutcomes for pupils with SEN or a disability | *
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 |  | Application |
|  | Ability to work under pressure and prioritise effectively |  |  |  | Application |
|  | Commitment to maintaining confidentiality at all times |  |  |  | Application |
|  | Commitment to safeguarding and equality |  |  |  | Application |