Job Description	
Post:	Learning Support Assistant (SEND)
Pay Scale:	Grade 4 (SCP 7-11)
Responsible to:	SENDCO
Main Location:	School based

Main Duties

To provide targeted support to pupils with special educational needs and disabilities (SEND), enabling access to learning and promoting independence. The postholder will work under the guidance of teaching staff and the SENDCO, supporting individual pupils and small groups, and contributing to the development of inclusive practices across the school.

Support for the Teaching & Learning

- Assist in the planning and delivery of learning activities under teacher guidance.
- Prepare and adapt materials and resources to meet individual learning needs.
- Support the implementation of individual learning plans and behaviour support plans.
- Contribute to the evaluation of learning activities and pupil progress.

Support for Pupils

- Provide tailored support to pupils with SEND, including those with EHCP's.
- Assist pupils in accessing the curriculum through adapted resources and differentiated activities.
- Promote independence, confidence and self-esteem in pupils with additional needs.
- Support pupils with personal care, mobility and therapy programmes, as required.
- Monitor and record pupil progress, behaviour and engagement, reporting to the SENDCO and class teacher.
- Support pupils during transitions including arrival, departure and movement between activities.

Support for the School

- Promote inclusion and positive behaviour across the school.
- Liaise with parents, carers and external professionals as required.
- Maintain confidentiality and uphold safeguarding procedures.
- Participate in staff meetings, training etc., and review progress.

Professional standards and development

- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.

- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

Person Specification		
Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential/ desirable	**Evidence**
Qualifications		
GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics or equivalent.	Essential	A/C
To possess or be willing to work towards a first aid certificate.	Desirable	A/C
Level 2 NVQ qualification in supporting Teaching and Learning or equivalent	Essential	A/C
To possess or be willing to work towards a Level 3 qualification	Desirable	A/C
Knowledge & Experience		
Experience or working with and/or caring for children within an education setting, particularly those with SEND	Essential	A/I/R
Awareness and understanding of school curriculum.	Essential	A/I/R
Awareness of, and commitment to inclusion in a school setting.	Essential	A/I
Experience of implementing individual learning plans	Essential	A/I
Understanding of SEND and inclusive education	Essential	A/I
Ability to adapt learning materials and activities	Essential	A/I
Technical Skills & Ability		
Understanding & willingness to use basic technology to support learning	Desirable	A/I/R
Have the skills and knowledge to implement literacy/numeracy programmes.	Essential	A/I
The ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people.	Essential	A/I/R
The ability to recognise and respect contribution that parents and carer can make to the development and wellbeing of children and young people.	Essential	A/I/R

Demonstrate and promote positive value, attitudes and behaviour you expect from pupils with whom you work	Essential	A/I/R
High expectation of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements with a commitment to helping them fulfil their potential.	Essential	A/I
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Essential	A/I/R
Ability to build and maintain effective working relationships with all pupils and colleagues	Essential	A/I/R
Improve own knowledge and practice by participating in professional reviews.	Essential	A/I/R
Excellent written and verbal communication skills	Essential	A/I
Special working conditions		
Ability to attend occasional meetings outside of school hours	Essential	A/I
Assisting pupils in line with moving and handling guidelines when toileting, feeding and transferring	Essential	A/I
Ability to provide personal care to pupils – for example assisting with dressing, toileting if necessary	Essential	A/I
Lifting and carrying equipment as required	Essential	A/I
Personal characteristics		
The ability to communicate effectively and sensitively with children, young people, and colleagues	Essential	A/I/R
The ability to actively encourage and motivate children to advance their learning	Essential	A/I/R
Empathetic, patient and resilient	Essential	A/I/R
Excellent communication and teamwork skills	Essential	A/I/R
Ability to maintain confidentiality and professionalism	Essential	A/I/R
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I

Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R