

Job Description

Special Educational Needs Classroom Support Assistant

Reports to: Senior School SENDCo/Senior Leader

Overview:

This is a proactive role centred on providing support for pupils with SEND and to assist teaching staff with the management and support of SEND pupils in the classroom at Longridge Towers School. There may be some times when work/support and care is provided in the support classroom and others when the support is provided as part of the main timetable.

The post holder will set high expectations for all pupils' experience within the classroom, whether this is a Support class or as part of the main timetable. She/he will have up-to-date subject knowledge and experience working with SEND pupils who have additional support requirements.

Duties and Responsibilities:

Support for Pupils, Teachers and the Curriculum

- To work under the instruction/direction of the SENDCo for senior pupils, to support the delivery of quality learning and teaching of pupils with SEND.
- Develop an understanding of the specific needs of the pupil (s) to be supported
- To work with pupils who may have complex needs, providing the appropriate level of emotional and physical support where necessary
- To work collaboratively with teachers and other professional agencies to provide effective support and inclusion for all learning activities
- To encourage the participation of pupils in the social and academic processes of the School, enabling pupils to become more independent learners
- To supervise whole classes for short periods of time
- To support pupil's learning activities as directed by the subject teacher; either on a one to one basis or in small groups
- To support pupils to understand instructions or those with communication difficulties sometimes this may be where English is an additional language
- To assist in the day to day organisation of the class under the direction of the class teacher, supporting with behaviour management and keeping pupils on task
- To assist in the preparation, organisation, delivery and follow up of the curriculum, providing feedback on pupil progress
- To support the use of ICT in the classroom and develop pupils' competence and independence in its use
- To prepare and present displays
- To maintain a clean, safe and tidy learning environment
- To monitor and manage stock and supplies for the classroom if necessary
- To support pupils in their social development and emotional well-being; reporting problems as appropriate
- To share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate and in line with School policies and procedures

- To ensure that the work is suitably differentiated to meet the needs of all the pupils within the class and to have high level expectations within the differentiation.
- To contribute to whole school initiatives in Literacy and Numeracy, liaising with colleagues-as appropriate.
- To assist in the development of pupil support plans, such as EHC's
- To act as a reader/scribe to support pupils with access arrangements for examinations/tests
- To assist with enrichment activities
- To accept when requested, the role of Form Tutor and meet the expectations of that role as set out in the School policy.
- To accompany pupils on trips and in an outdoor setting as required
- To assist pupils with organisation at the beginning and at the end of lessons
- To liaise with the SENDCo regarding any necessary and appropriate resources to support pupils in lessons
- To provide basic first aid or administer medications if necessary, subject to agreement and liaising with the school medical staff

Support for the School

- Be aware of and comply with policies and procedures relating to child protection/safeguarding, confidentiality and data protection; reporting all concerns to an appropriate person
- Show a duty of care to all pupils and staff and to take the appropriate action to comply with health and safety requirements at all times
- Be aware of and support difference and ensure all pupils have access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the School
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory
- Assist with the supervision of pupils before/after school, break and lunch time duties as required
- Invigilate examinations and tests
- Provide cover to supervise a class and/or small groups on an unexpected, non-timetabled basis
- Maintain good, supportive working relationships with pupils and with staff
- To endeavour to improve personal performance by attending staff briefings and meetings and INSET when appropriate
- To attend meetings, parents' evenings and other functions as appropriate
- To participate in training and other learning activities as well as annual performance reviews
- To agree to undertake any professional activities which fall within his/her capabilities and which may be reasonably required by the School.

Person Specification

Qualifications:	GCSE (grades A* to C or equivalent) in English and Maths - Essential Level 2 nationally recognised relevant childcare qualification- Essential
Desirable	Level 3 nationally recognised Teaching Assistant/Classroom Support qualification or HLTA Evidence of relevant training courses attended in special educational needs
Experience:	Experience of working with children/young adults with special educational needs Experience of working in an education or school setting

- Knowledge:** Knowledge of the requirements of a support role working with children/young adults with SEND
Knowledge of child development issues
Knowledge of Child Protection and Health and Safety legislation
Knowledge of ICT systems
- Skills:** Excellent interpersonal and communication skills
Excellent planning and organisational skills
- Personal Qualities:** Child centred, inclusive approach
Ability to use own initiative and to work as part of a wider team
Approachable, co-operative, flexible and enthusiastic
Sensitive, empathetic and confidential