

**JOB DESCRIPTION: Senior Learning Support Assistant (SLSA)**

<b>RESPONSIBLE TO:</b>	<b>Director of Learning Support (main school) /Operational Director PSRP / Deputy Head Inclusion</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced</b>
<b>SALARY/GRADE:</b>	<b>NJC 12 (Formally known as NJC22) pro rata</b>
<b>WORKING TIME:</b>	<b>34 hours per week, term time only/40 weeks per year approx.</b>

**Summary of Responsibilities**

To support the classroom teacher with their responsibility for the development and progress of all students, and, where working in the Pears Special Resource Provision (PSRP), with particular focus on students with a diagnosis of an Autism Spectrum Condition (ASC).

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas (including, where working in the PSRP, autistic spectrum conditions) and will involve assisting the teacher in the planning cycle and the management/preparation of resources.

To occasionally supervise whole classes during the short term absence of teachers.

To assist the SENCO or PSRP Director in the supervision of a team of teaching assistants.

To arrange cover for absent colleagues within the Support Team.

## **MAIN DUTIES**

### **a) Support for the students**

- Use specialist skills, training and experience to support students including, where working within the PSRP, skills related to ASC.
- Make a significant contribution to the development and implementation of Individual Education/Behaviour Support Plans and/or Personal Care Programmes and, in the PSRP, communication and sensory profiles.
- Establish highly effective relationships with students, acting as a role model and setting high standards.
- Promote the inclusion and acceptance of all students.
- Support students with consistency whilst recognising and responding to their individual needs.
- Encourage and promote students to interact and work cooperatively with others.
- Promote independence and employ strategies to recognise and reward self reliance.
- Provide regular feedback to students and their parents/carers in relation to progress and achievement.

### **b) Support for the teacher**

- Work with the teacher to establish an appropriate and effective learning environment.
- Use strategies, in liaison with the teacher, to support students to achieve targets.
- Monitor and evaluate students' responses to learning activities through observation and recording of achievement against learning objectives and targets.
- Provide detailed and regular feedback to teachers on student achievement, progress, problems etc.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to the reviews of systems/records as requested.
- Liaise sensitively and effectively with parents/carers and participate in meetings with parent/carers, communications with regular staff.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established whole school and PSRP policy and encourage students to take responsibility for their own behaviour.
- Administer and assess routine tests, invigilate exams, support access arrangements, undertake marking of students' work and accurately record achievements/progress.
- Support teaching/senior staff/other professionals with routine administration e.g. administration of coursework, produce worksheets, visual supports and resources.

### **c) Support for the curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to student needs/responses
- Implement programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3 strategies.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, and maintain, general and specialist equipment and resources.

#### **d) Support for the school**

- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and the aims and ethos of the PSRP as defined in policies related to the resource provision, as applicable.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Arrange, prepare for and actively participate in relevant meetings including annual statement reviews and IEP reviews.
- To continually update knowledge and understanding of a specialist area including ASC and related current research.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
- Attend regular faculty meetings as required.
- Participate in training and other learning activities/ professional development as required and agreed.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Conduct Appraisal and other performance- related tasks as appropriate.
- Plan supervision of students for learning activities, including those out of school hours.
- Supervise students as required.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

## Person Specification – Senior Learning Support Assistant (SLSA)

### Experience

- Working with children and young people in the 11-18 age range, preferably in a school setting.
- Working with young people with a range of Special Educational Needs including ASC.

### Qualifications

- Excellent numeracy and literacy skills, with a good level of education, including GCSE passes at C or above in both English and Maths.
- Training in, or experience of, current learning strategies e.g. literacy or numeracy and/or in a particular curriculum or learning area.
- First aid training/ experience of working with students with medical and/or physical needs. (desirable)

### Knowledge and skills

Able to:

- Have an excellent rapport with students and adults.
- Work on your own initiative without supervision.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Organise, supervise and motivate a team of LSAs.
- Self-evaluate learning needs and actively seek professional development opportunities.
- Evaluate the performance of colleagues within an appraisal framework, including observing LSAs, feeding back and setting achievable targets.
- Apply a working knowledge of the National Curriculum and other learning programmes/strategies.
- Understand principles of child development and learning and have a detailed understanding of how an ASC diagnosis may impact on development and learning.
- Develop a working knowledge of relevant policies/codes of practice and awareness of current legislation, including the new SEN framework.
- Create and evaluate resources to promote access to the curriculum for students.
- Effectively manage students' learning and behaviour in a school setting.
- Demonstrate effective use of ICT to support learning and record keeping, including monitoring of data and tracking of progress.
- Demonstrate an excellent knowledge of ICT programmes and apps.

JCoSS also welcomes applications from graduates planning to teach or work with young people in the future.