**Main Purpose of the Job**

As well as acting as a learning support assistant you will provide administrative support to the Inclusion Manager ensuring accurate recording and reporting within the department is completed. You will also assist with maintaining the SEN register and attend meetings with parents/carers and external agencies and with the EHCP application process.

**Reports to:** Inclusion Manager

**Grade / Salary Scale:**

**Specific responsibilities**

1. Providing overall administrative support to the SEN department and, in particular, to support the work of the Inclusion Manager as required.
2. To oversee the efficient management of the SEN register in conjunction with the Inclusion Manager
3. To contact parents over the phone, by email and face to face to resolve issues and problems and to ensure adequate support is in place, including meetings between students and staff when necessary.
4. To attend meetings for students and their parents/carers with external agencies and add insight into the young person’s learning within the classroom.
5. To identify students that need additional support and either allocate a mentor or mentor them personally.
6. To line manage Keyworkers, ELSA and BASE staff, to include appraisals, probation meetings, timetabling and in class observations.
7. To support the application of EHCP paperwork by supporting parents and students to fill out their forms.
8. To ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received from the class teacher to enable students to meet their learning targets.
9. To support students in accessing learning activities as directed by the teacher, being aware of and supporting differences to ensure all students have equal access to opportunities to learn and develop. To assist teaching staff with learning activities, ensuring health and safety and good behaviour of students.
10. To act as a key worker, by negotiation for individual students. To run small group sessions for students with specific needs as required.
11. To participate in routine assessment of pupils’ reading and spelling ages
12. To undertake basic record keeping/sharing in respect of student learning, behaviour management, child protection etc. as directed in order to support the teacher to deliver specific learning programmes set for each child.
13. To plan and support transition week with engaging activities and supporting student transitions into and out of the Academy.
14. To be aware of and comply with Academy policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure students’ wellbeing.
15. To contribute to the overall work/aims of the Academy and appreciate and support the role of colleagues and other professionals to enable them to realise its development plans etc.
16. To undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
17. To be familiar with, and comply with a full range of Academy policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person to ensure students’ wellbeing.
18. To attend departmental meetings by arrangement.

**General**

All Academy staff are expected to:

1. Undertake other such reasonable duties as may be required from time to time;
2. Work towards and support the Academy’s vision and the objectives;
3. Support and contribute to the Academy’s responsibility for safeguarding students;
4. Work within the Academy’s health and safety policy to ensure a safe working environment for staff, students and visitors;
5. Work within the Academy’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective;
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with students, parents and colleagues;
7. Engage actively in the performance review process;
8. Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff.

This job description should be seen as enabling rather than restrictive and will be subject to regular review. Given the evolving needs of the Academy, flexibility among staff is very important. All staff at the Academy are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that is not specified in this job description.

| **Specification** | **Essential (E) or Desirable (D)**  |
| --- | --- |
| **Qualifications** |  |
| Educated to degree level.  | D |
| Educated to a high standard.  | E |
| Excellent ICT skills. | E |
| **Experience Required** |  |
| Experience of working in a primary school or with children. | D |
| Ability to demonstrate experience of dealing sympathetically and constructively with other adults. | D |
| Experience of excellent administration and communication skills, both written and verbal | E |
| Excellent knowledge and understanding of literacy & numeracy  | E |
| Excellent administration and communication skills both written and verbal. | E |
| Understanding of safeguarding children. | E |
| Experience with SEN administration.  | D |
| Experience of SIMS. | D |
| Experience with managing and administering EHCP support. | D |
| Experience contributing to the EHCP application process.  | D |
| Experience working with external agencies in relation to student SEN support.  | D |
| **Knowledge and Understanding**  |  |
| Demonstrate an understanding of the essential role of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils in a multicultural community. | E |
| Demonstrate an understanding of the role of the learning support assistant and one’s own role in relation to teachers, other support staff, and pupils. | E |
| Ability to use knowledge and understanding in supporting working with pupils and in helping to assess their progress in numeracy, literacy and their wider curriculum. | E |
| Ability to show awareness of how pupils can learn and of the various factors that affect the learning process. | E |
| Demonstrate an understanding of the diverse range of approaches needed to support the learning of various groups of pupils with special educational needs. | D |
| Understanding of safeguarding children  | E |
| **Commitment and Understanding**  |  |
| Ability to communicate effectively with pupils, parents, the public and other staff. | E |
| To promote the inclusion and acceptance of all pupils in the school.  | E |
| Commitment to promoting the safety and well-being of all pupils and following the school’s Safeguarding policy procedures. | E |
| **Personal Qualities** |  |
| Commitment: sustained energy and enthusiasm to achieve the Headteacher’s vision for improvement | E |
| Flexibility: ability to adapt and implement change, willingness to learn and develop new skills | E |
| Self-motivation: ability to initiate and complete routine and non-routine work independently | E |
| Self-awareness: self -reflective practitioner, aware of own strengths and areas for development | E |
| Social awareness: team player and motivator, emotionally intelligent, relationship builder | E |
| High standards: leading by example, professional, continually upholding Academy aims and ethos  | E |
| Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance | E |
| Empathy: genuine care and passion for working with and developing young people and adults | E |
| Innovative: passionate about embracing new technologies, methodologies, ideas and practices | E |
| Positivity: sense of humour, ability to inspire and energise others, ‘can do, will do’ approach  | E |