

Job Description

School	Bradstow School
Post Held	Senior Learning Support Assistant
Salary Scale	Scale 5
Hours	38.5 hours per week, Term time only (39 weeks per year), plus 2 weeks Short Term Break
To Whom Responsible	Class Teacher (39 weeks) Short Term Break Manager (2 weeks)

Aim of the Post

To promote a Culture of Gentleness across the school community.

The Senior Learning Support Assistant will be the prime support for the teacher in a class group. When the teacher is present in the class they will work collaboratively together to support the children and young people, the staff team and the class environment.

In the planned absence of a teacher they will lead and manage the class directing the implementation of schedules and person centred support plans for the young people.

In the unplanned short or long term absence of the teacher the SLSA will design and implement daily programmes and schedules under the direction of the Head of Department.

To have responsibility for a designated specialist area including delivering training and support to other education staff or induction. They will have specialist knowledge in particular areas, assist in the whole planning cycle and the management and preparation of resources, and to also provide cover for whole classes for short periods under an agreed period of supervision.

Duties Comprise:

1. Leadership Responsibilities

- Promoting a Culture of Gentleness and reflective practice across the school community.
- Being responsible for the class in the absence of the teacher.
- Providing objective and accurate written reports and verbal feedback to the teacher or head of department as and when appropriate.
- Managing class staff and the class environment under the direction of the class teacher.
- Being responsible for a designated specialist area for which they will deliver training or induction as required, developing systems, evaluating outcomes and feeding back to the Senior Management Team (SMT) as appropriate.

- Being familiar with Long Term / Medium Term Plans and using these to inform daily planning.
- Meeting with social workers, educational psychologists and external agencies and attending reviews to discuss young people in their class as required or directed by SMT.

2. Support for the Teacher

- Working with the class teacher to establish an appropriate supportive learning environment promoting the vision, values and mission of the school at all times.
- Working with the teacher to support organisation, structure and planning and adjusting schedules as appropriate.
- Liaising sensitively and professionally with parents and carers, childcare staff and multidisciplinary teams as agreed with the teacher.

3. Support for colleagues

- Leading and mentoring class colleagues to build relationships, instigate person centred support plans and Individual Education Plans (IEPs) appropriately.
- Liaising with other school colleagues including the Speech and Language Therapy team, Occupational Therapist, Enhanced Curriculum staff etc.
- Delivering induction training and mentoring new staff.
- Supporting staff to understand the classroom role, appropriate staff behaviour and responsibilities.
- Delivery of training in the designated specialist area for the role.
- In the long term absence of the class teacher, to undertake supervision sessions with support staff each half term.

4. Support for pupils

- Understanding and implementing support plans and person centred approaches.
- Supporting pupils, engaging them through shared activities and unconditional relationships whilst recognising and responding to their individual needs to enable them to feel safe.
- Acting as a role model and setting high expectations for staff behaviour and interactions with young people.
- Supporting young people to interact and build relationships with others and engage all young people in activities
- Promoting interdependence and relationship building through meaningful activities and life skills
- Providing unconditional value sharing to young people.
- Delivering daily schedules, IEPs and people centred plans and supervising the delivery of these young people related plans by colleagues in the class.
- Understanding, monitoring and implementing personal care including dietary needs and medical needs.
- Attending Internal Reviews
- Attending Annual Reviews with parents, carers and other external agencies if required.

5. Support for the curriculum

- Supporting the use of ICT in class where appropriate.
- Understanding National Curriculum and/or Further Education Curriculum, and attending professional development in order to acquire and develop understanding and knowledge.
- Managing Work Experience, community activities and activities outside of the classroom as required.

6. Support for the environment

- Supervising other support staff in maintaining a safe, secure, hygienic, attractive and organised working environment.
- Reporting defects and Health & Safety issues within the class.
- Managing a suitable learning environment and resources within the class.
 - Having direct responsibility for the maintenance of a designated area/areas of the school.
- Leading in developing and maintaining the class environment under the direction of the class teacher.

7. School wide responsibilities

- Participating in regular reflective practice through the use of video reviews.
- Being aware of and complying with policies and procedures relating to Safeguarding, Equal Opportunities, Health & Safety, confidentiality and data protection.
- Promoting, encouraging and leading colleagues in the development of the highest professional standards and practices.
- Respecting confidentiality and the personal dignity of our young people at all times and in all locations.
- Participating in SLSA, class and department meetings in order to develop and enhance the dissemination of excellent practice throughout the school
- Any other duties commensurate with grade as directed by Line Manager or Senior Management
- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people.
- To ensure that the line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

This job description may be amended at any time after discussion with you.

Person Specification

Senior Learning Support Assistant

Qualifications

1. Training and experience relevant to working with children with autism and/or severe learning difficulties associated complex behaviours.
2. Good literacy and numeracy skills.
3. NVQ Level 3 or a willingness to commit to achieving the qualification and the HLTA.

Knowledge, Skills and Abilities

4. Understanding of school policies and procedures, and the ability to apply a range of strategies and approaches.
5. Working knowledge of ICT to support learning.
6. Ability to lead, inspire and support class colleagues.
7. Ability to work effectively as part of a team.
8. Ability to relate positively and unconditionally to children and adults and to role model positive relationships.
9. Ability to adapt quickly and effectively to changing circumstances and situations
10. Good communication skills with adults and pupils, verbally and in writing.
11. Ability to motivate, inspire and have high expectations for young people.
12. Have a creative and flexible approach to problem solving.
13. Ability to work responsively, adapt and show personal initiative.
14. An understanding of the school's Equal Opportunities Policy and how it is implemented.

Working at Bradstow can be both physically and mentally demanding. In order to be able to cope with this stress, candidates must be both physically and emotionally robust.

Candidates are shortlisted according to these stated criteria. Please list each supporting statement according to the numbers above.