



ROLE PURPOSE: To work with a specific pupils with special needs within the context of a mainstream secondary school.

This will include:

- To assist in the support and inclusion of all pupils with specific focus on a specific student in the context of a mainstream secondary school.
- To develop learning activities/computer programs for individual pupils or group of pupils to enable independent access to lessons set by or with teachers or the Special Educational Needs Co-ordinator (SENCO) under the professional direction and supervision of a qualified teacher.
- To plan, deliver and develop the use of specialist software programmes for individual pupils, to develop their access to the curriculum drawing upon the training from within school and the Specialist Teacher Advisers.
- To support specific pupils in the classroom environment under the supervision of a qualified teacher.

Support for pupils and teachers

- Develop an understanding of the specific needs of the child concerned, in consultation with the teacher/SENCO
- Use specialist skills to support pupils, fostering independence and/or communication skills
- Working with individual, using specialist programmes of work/support across the school according to the needs of the child
- Liaise with, and establish constructive relationships with, outside agencies and parents as necessary, and under guidance from lead staff where appropriate/necessary/required
- Work with and provide the link between outside agencies e.g. speech and language therapist or specialist Teacher Advisers, and under guidance from teacher/SENCO, liaising with parents
- Evaluate pupil responses to activities through observation and share those responses within the team and outside professionals.
- Provide feedback to pupils without reference to the teacher
- Liaise with teachers and other support assistants about the needs and progress of children receiving additional support. If appropriate provide feedback (both written and oral) to the teacher on pupil performance, learning obstacles, testing and assessment activities
- Develop good relationships with children and promote their self esteem
- Helping the inclusion of all children, encouraging acceptance and integration of children with special needs
- Assist children with physical needs (e.g. intimate care, manual handling, medical and welfare requirements)
- Providing support for the delivery of the curriculum as required
- Deal with behavioural and special needs issues in conjunction with the teacher in accordance with the Behaviour Management Policy

Administrative/support activities

- Carry out administrative/clerical tasks for the class teacher including preparing classroom materials, laminating, display work, filing
- Contribute to the drafting of new Individual Education plans (IEPs) in conjunction with the SENCO

- Keep up to date with SEN resources and developments, through courses, discussions with colleagues, cluster meetings etc
- Ensure that children's SEN files are kept up to date
- Ensure appointments with external agencies are set up and communicated to all relevant parties and subsequent reports are distributed as appropriate.
- Maintain an up to date inventory of resources. Organise storage and accessibility of SEN resources, including ICT, ensuring correct use and care of them through training and advice. Liaise with staff regarding the purchase of new resources to support learning.

Corporate and statutory initiatives – equalities/health and safety/egovernment/Sustainability

- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
- To comply with all Health and Safety rules and safe working practices.

KEY DECISION MAKING AREAS IN THE ROLE

- To implement/deliver individual programmes, such as lesson plans and IEPs, deal with pupil behaviour and make judgements about pupil progress/pupil needs in collaboration with the teacher.
- Whilst working under the general direction of the Teacher/SENCO, will work unsupervised and without the close presence of the teacher.
- Due to training and expertise will normally carry out specialist responsibility, and support and train other staff in the school when help is needed in this area.

MAIN CONTACTS – EXTERNAL/INTERNAL CUSTOMER CONTACTS AND PURPOSE

- Internal – (school) pupils, colleagues, teachers, headteacher,
- External – (Outside school) Usually under the direction of the teacher/SENCO – parents/guardians/carers, Specialist Teacher Adviser, other Local Authority (LA) specialist colleagues, GP's, Occupational therapists/physiotherapists, outside contractors, specialist groups on educational visits, students, escorts,

WORKING CONDITIONS – ENVIRONMENTAL AND PHYSICAL FACTORS, PHYSICAL EFFORT OR STRAIN AND FREQUENCY OF OCCURRENCE.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating)
- Responsibility, with teacher, for the learning environment
- External working on trips, educational visits etc
- Extensive use of a range of ICT software and programs.
- Will be trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Health and safety responsibility for self, children, and area which is particularly demanding in a child-centred environment

ROLE REQUIREMENTS FOR OPERATIONAL EFFECTIVENESS

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

Entry: Essential role-related knowledge, skills and experience at Selection

- Empathy with pupils and empathetic to their needs
- Good literacy/numeracy skills
- Good communication skills and ability to clarify and explain instructions clearly.
- Professionally discreet and able to respect confidentiality
- Can use ICT competently and effectively to support learning
- Willingness to learn broaden ICT knowledge to include Augmentative and Assistive Communication (AAC) and Assistive Technology (AT)
- Well-developed interpersonal skills enabling effective relationships with a variety of different people
- Team worker

Desirable experience

- Relevant experience in a teaching/learning/ child support working environment
- Experience of working with a pupil with
 - complex physical disabilities
 - using assistive technology
 - using AAC in an education setting

Initial induction/training required to become effective in the role

Estimated time to become operationally effective – Up to 6 months

Induction 3 months

- Attendance at specific training for computer programs and communication aid use.
- Attendance at manual handling training
- Shadowing experienced LSAs in school and elsewhere
- Knowledge of school and school systems and policies
- Understanding of secondary curriculum, particularly literacy and numeracy requirements
- Approach towards discipline and behaviour
- Relationship between and respective responsibilities of teacher/SENCO and Learning Support Staff
- Professional relationship between staff and pupils
- Manual handling
- Developing Health and Safety knowledge
- Independent working, supported by teacher/SENCO with groups or individual children

Operationally effective: How would effectiveness in the role be demonstrated?

- Good organisational ability
- Full independent access in the classroom for student with complex recording and communication challenges
- Ability to work at an advanced level with the teacher/SENCO in planning and delivery of teaching and/ or development activities (especially those defined in IEPs)
- Ability to deliver IEPs where appropriate
- Ability to implement individual management plans where appropriate
- Ability to monitor, evaluate and record pupil progress and development
- Competent in working with individuals and groups of pupils without direct supervision
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/ children allocated

- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and with external contacts (e.g. parents, Specialist teachers, speech therapist etc)
- Work constructively as part of the SENCO team as well as class team, understanding roles, responsibilities and own position within these

CONTEXT/ADDITIONAL INFORMATION

- There is a multi-role aspect to this job in that the expertise of the postholder will affect the depth and range of support the class teacher/SENCO can expect
- It has a high confidentially component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding needs